NOTICE OF MEETING

A meeting of the Academic Board will be held at 2:00 pm on Wednesday, 2 December 2015 in the Professorial Board Room. Members who are unable to attend are asked to notify Megan Kemmis at the above address. Enquiries concerning this meeting may also be directed to Ms Kemmis.

This symbol indicates items that have been starred for discussion at the meeting.

Megan Kemmis
Secretary to Academic Board
25 November 2015

AGENDA

1. Apologies
Apologies have been received from: Dr T Balle, Ms A Bell, Professor B Caine, Ms T Clement, Associate Professor W Davis, Associate Professor D Easdown, Ms C Fahd, Professor A Johnstone, Professor P Leong, Associate Professor S McGrath-Champ, Associate Professor N Peres da Costa, Professor C Rhodes, Dr K Rooney, Dr M Spence, Professor R Taylor and Professor G Whitwell (Professor E Anderson attending in his stead).

2. Arrangement of agenda
2.1 Starring of items

2.2 Adoption of unstarred items

Recommendation
That the Academic Board resolve as recommended with respect to all unstarred items.

3. Minutes of previous meeting
3.1 Meeting of 28 October 2015

Recommendation
That the Academic Board adopt the minutes of the previous meeting held on 28 October 2015 as a true record.

4. Business arising from Minutes (not dealt with elsewhere in the Agenda)
5. Presentation: Proposed undergraduate degree profile  
(Deputy Vice-Chancellor, Education)

Recommendation
That the Academic Board:
(1) note the paper on A Distinctive Undergraduate Education: Next Steps;
(2) endorse, in principle, the development of a new degree, the Bachelor of Philosophy (tentative title), and the double degree architecture through which it will be offered in conjunction with University of Sydney Bachelor degrees;
(3) note that a full degree resolution will be presented for approval in 2016; and
(4) note that full proposals for the new double degrees will be presented for approval by early 2017.

6. Report of the Chair
6.1 Report on Senate Matters
Please note that the meeting scheduled for 16 November 2015 was not held.

6.2 Honours and Distinctions

Recommendation
That the Academic Board note the report of the Chair of the Academic Board on the honours and distinctions and congratulate the recipients, as set out in the report presented.

6.3 General Report
6.3.1 2015 Academic Board elections

6.3.1.1 Student elections

Recommendation
That the Academic Board accept the nomination of Ms Jaime Painter to fill the vacant position of student member for the Faculty of Engineering and Information Technologies, for a term of membership expiring 31 December 2016.

6.3.1.2 Election of Chair of Academic Board

Recommendation
That the Academic Board note:
(1) the election of Associate Professor Tony Masters to the position of Chair of Academic Board for a term expiring 31 December 2017; and
(2) the appointment of Associate Professor David Easdown as an elected representative of the Faculty of Science for a term expiring 31 December 2017.

6.3.2 Academic Board Standing Committees

Recommendation
That the Academic Board note the report on the Board’s standing committees.

6.3.3 Academic Honesty in Coursework Policy 2016

Recommendation
That the Academic Board approve the introduction of the Academic Honesty in Coursework Policy 2016 with effect from 1 January 2016, as set out in the report presented.
6.3.4 Learning and Teaching Policy 2016

Recommendation
That the Academic Board approve the introduction of the Learning and Teaching Policy 2016 with effect from 1 January 2016, as set out in the report presented.

6.3.5 USFP University of Sydney High Achievers Program

Recommendation
That the Academic Board recognise the USFP University of Sydney High Achievers Program as an addition to the admissions pathway programs offered by Taylors College for the University of Sydney.

6.3.6 Authority of the Chair of the Academic Board

Recommendation
That the Academic Board authorise:
(1) Associate Professor Peter McCallum as current Chair to act on its behalf in respect of any urgent matters that may arise between the Board meeting on 2 December 2015 and 17 December 2015; and
(2) Associate Professor Tony Masters as Chair-elect to act on its behalf in respect of any urgent matters that may arise between 1 January 2016 and the Academic Board meeting on 24 February 2016, as set out in the report presented.

6.3.7 2015 National Meeting of Chairs of Academic Boards and Senates

Recommendation
That the Academic Board note the report on the 2015 National Meeting of Chairs of Academic Boards and Senates.

6.3.8 2015 Wentworth Medal

Recommendation
That the Academic Board note the report on the awarding of the 2015 Wentworth Medal as set out in the report presented.

6.3.9 Correspondence Register

Recommendation
That the Academic Board note the register of correspondence, as set out in the report presented.

6.3.10 End of Year Party

Recommendation
That the Academic Board note the report of the Chair on the Academic Board End of Year Party, as set out in the report presented.

7. Report of the Vice-Chancellor and Principal

7.1 General report

8. Question time (Time limit 15 minutes)
Questions to the Vice-Chancellor and Chair of the Academic Board.
9. Reports of the Faculties
9.1 2016 Semester Dates
9.1.1 Faculty of Medicine

Recommendation
That the Academic Board approve the request from the Faculty of Medicine to amend its semester dates for 2016 with immediate effect, as set out in the report presented.

9.1.2 Sydney Conservatorium of Music

Recommendation
That the Academic Board approve the request from the Sydney Conservatorium of Music to amend its semester dates for 2016 with immediate effect, as set out in the report presented.

10. Report of the Admissions Committee
(Professor Jane Hannahan)

10.1 Oral report of the Chair

Recommendation
That the Academic Board note the report of the Chair of the Undergraduate Studies Committee.

10.2 Report of the meeting held on 11 November 2015
10.2.1 Dux Entry Scheme

Recommendation
That the Academic Board approve the proposed amendment to the Coursework Policy 2014, with immediate effect, as set out in the report presented.

10.2.2 Prerequisites for Admission

Recommendation
That the Academic Board approve the introduction of HSC 2 Unit Mathematics as an admission prerequisite to specified undergraduate degree programs, with effect from 1 January 2019, as set out in the report presented.

10.2.3 Faculty Admission Requirements
10.2.3.1 Faculty of Dentistry
(1) Bachelor of Oral Health

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Dentistry to amend the English language requirements for admission to the Bachelor of Oral Health;
(2) approve the amended course resolutions arising from the proposal; and
(3) approve the amendment of the schedule of Undergraduate English Language Requirements arising from this proposal with effect from 1 January 2017, as set out in the report presented.
2. Doctor of Dental Medicine

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Dentistry to amend the English language requirements for admission to the Doctor of Dental Medicine; and
(2) approve the amendment of the schedule of Postgraduate English Language Requirements arising from this proposal with effect from 1 January 2017, as set out in the report presented.

10.2.3.2 Faculty of Medicine: Doctor of Medicine

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Medicine to amend the English language requirements for admission to the Doctor of Medicine; and
(2) approve the amendment of the schedule of Postgraduate English Language Requirements arising from this proposal with effect from 1 January 2017, as set out in the report presented.

10.2.4 Proceedings of the Committee

Recommendation
That the Academic Board note the proceedings of the Admissions Committee meeting held on 11 November 2015, as set out in the report presented.

11. Report of the Undergraduate Studies Committee

(Associate Professor Stephen Cattle)

11.1 Oral report of the Chair

Recommendation
That the Academic Board note the report of the Chair of the Admissions Committee.

11.2 Report of the meeting held on 18 November 2015

11.2.1 Proposals for new and amended undergraduate courses

11.2.1.1 Faculty of Architecture, Design and Planning: Bachelor of Design in Architecture (Honours) / Master of Architecture

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Architecture, Design and Planning to introduce the Bachelor of Design in Architecture (Honours) / Master of Architecture;
(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 Certificate in the Faculty of Architecture, Design and Planning; and
(3) approve the amendment of the Faculty Resolutions and the introduction of course resolutions arising from this proposal with effect from 1 January 2017, as set out in the report presented.
11.2.1.2 Sydney College of the Arts: Bachelor of Visual Communication

Recommendation
That the Academic Board:
(1) approve the proposal from the Sydney College of the Arts to introduce the Bachelor of Visual Communication;
(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 Certificate in the Sydney College of the Arts; and
(3) approve the amendment of the Faculty Resolutions and the introduction of course resolutions arising from this proposal with effect from 1 January 2017, as set out in the report presented.

11.2.2 Minor course amendment proposals

11.2.2.1 University of Sydney Business School: Bachelor of Commerce (and combined programs)

Recommendation
That the Academic Board:
(1) approve the proposal from the University of Sydney Business School to amend sections of its Faculty Resolutions; and
(2) approve the amendment of the Faculty Resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

11.2.2.2 Faculty of Engineering and Information Technologies

(1) Bachelor of Engineering Honours, Bachelor of Engineering Honours combined degrees

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours, Bachelor of Engineering Honours combined degrees and the Faculty Resolutions; and
(2) approve the amendment of the Faculty Resolutions and course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

(2) Bachelor of Computer Science and Technology, Bachelor of Computer Science and Technology (Advanced), Bachelor of Information Technology

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Computer Science and Technology, Bachelor of Computer Science and Technology (Advanced) and Bachelor of Information Technology; and
(2) approve the amendment of the course resolutions arising from this proposal
11.2.2.3 Faculty Health Sciences

(1) Bachelor of Applied Science (Physiotherapy) Pass and Honours

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Physiotherapy) Pass and Honours degrees; and
(2) approve the amendment of the course resolutions arising from this proposal
with effect from 1 January 2017, as set out in the report presented.

(2) Bachelor of Applied Science (Exercise and Sport Science), Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics, Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Speech Pathology), Bachelor of Health Sciences

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Health Sciences to amend the assumed knowledge and special entry requirements for the Bachelor of Applied Science (Exercise and Sport Science), Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics, Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Speech Pathology), Bachelor of Health Sciences; and
(2) approve the amendment of the schedule of assumed knowledge and special entry requirements arising from this proposal
with effect from 1 January 2017, as set out in the report presented.

(3) Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy), Bachelor of Applied Science (Speech Pathology)

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Health Sciences to amend the Flexible Entry Scheme Criteria for the Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy), Bachelor of Applied Science (Speech Pathology); and
(2) approve the amendment of the schedule of flexible entry scheme criteria arising from this proposal
with effect from 1 January 2017, as set out in the report presented.
11.2.2.4 Faculty of Nursing and Midwifery: Bachelor of Arts/Master of Nursing, Bachelor of Science/Master of Nursing, Bachelor of Health Science/Master of Nursing

**Recommendation**
That the Academic Board:
(1) approve the proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Arts / Master of Nursing, Bachelor of Science/Master of Nursing and the Bachelor of Health Science/Master of Nursing; and
(2) approve the amendments to the course resolutions arising from this proposal
with effect from 1 January 2016 as set out in the report presented.

11.2.2.5 Sydney College of the Arts: Faculty Resolutions

**Recommendation**
That the Academic Board:
(1) approve the proposal from the Sydney College of the Arts to amend the requirements for suspension, discontinuation and lapse of candidature, credit for previous study and WAM calculations; and
(2) approve the amendments to the Faculty Resolutions arising from this proposal
with effect from 1 January 2016 as set out in the report presented.

11.2.3 Honours Data 2014

**Recommendation**
That the Academic Board note the Honours Data for 2014.

11.2.4 Proceedings of the Committee

**Recommendation**
That the Academic Board note the proceedings of the Undergraduate Studies Committee meeting held on 18 November 2015, as set out in the report presented.

12 Report of the Graduate Studies Committee

(Appendix F)

12.1 Oral report of the Chair

**Recommendation**
That the Academic Board note the report of the Chair of the Graduate Studies Committee.

12.2 Report of the meeting held on 18 November 2015

**University of Sydney (Higher Degree by Research) Rule 2011**

**Recommendation**
That the Academic Board endorse the proposed amendments to the University of Sydney (Higher Degree by Research) Rule 2011 and recommend that Senate approve these amendments with effect from 1 January 2016, as set out in the report presented.
12.2.2 Supervision of Higher Degree by Research Students Policy 2013  F1, F59-F85

**Recommendation**
That the Academic Board approve the amended Supervision of Higher Degree by Research Students Policy 2013 with effect from 1 January 2016, as set out in the report presented.

12.2.3 Final Thesis Lodgement Guidelines for Students  F1, F86-F87

**Recommendation**
That the Academic Board approve the introduction of the Final Thesis Lodgement Guidelines for Students with effect from 1 January 2016, as set out in the report presented.

12.2.4 Learning and Teaching Policy 2016  F1, B1-B2, B23-B62

(full details are in the Report of the Chair, Item 6.3.4)

12.2.5 Proposals for new and amended postgraduate courses

12.2.5.1 Faculty of Architecture, Design and Planning: Bachelor of Design in Architecture (Honours) / Master of Architecture  F1, E1, E6-E12

(full details are in the Report of the Undergraduate Studies Committee, item 11.2.1.1)

12.2.5.2 Faculty of Arts and Social Sciences: Graduate Certificate in Economic Analysis  F1-F2, F88-F95

**Recommendation**
That the Academic Board:

(1) approve the proposal from the Faculty of Arts and Social Sciences for a new Graduate Certificate in Economic Analysis.

(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 Certificate in the Faculty of Arts and Social Sciences.

(3) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2017, as set out in the report presented.

12.2.5.3 Faculty of Engineering and Information Technologies: Master of Complex Systems, Graduate Diploma in Complex Systems  F2, F96-F101

**Recommendation**
That the Academic Board:

(1) approve the proposal from the Faculty of Engineering and Information Technologies proposal for a new 2 year full-time postgraduate Master of Complex Systems 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 Certificate in the Faculty of Engineering and Information Technologies.

(3) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2017, as set out in the report presented.
12.2.6 Minor course amendment proposals
12.2.6.1 Faculty of Arts and Social Sciences: Master of Economics dual degree

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Economics; and
(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2017, as set out in the report presented.

12.2.6.2 Sydney College of the Arts: Faculty resolutions

Recommendation
That the Academic Board:
(1) approve the proposal from Sydney College of the Arts to amend the Faculty resolutions; and
(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

12.2.7 Proceedings of the Committee

Recommendation
That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 18 November 2015, as set out in the report presented.

13 Report of the Academic Standards and Policy Committee
(App G)

13.1 Oral report of the Chair

Recommendation
That the Academic Board note the report of the Chair of the Academic Standards and Policy Committee.

13.2 Report of the meeting held on 11 November 2015
13.2.1 University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)

Recommendation
That the Academic Board endorse the proposed amendments to the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and recommend that Senate approve these amendments with effect from 1 January 2016, as set out in the report presented.

13.2.2 Assessment Procedures 2011: Simple Extensions

Recommendation
That the Academic Board approve the proposed amendment to clause 6(1) of the Assessment Procedures 2011 with effect from 1 January 2016.

13.2.3 Special Consideration Decisions Matrix

Recommendation
That the Academic Board approve the Special Consideration Decisions Matrix, with effect from 1 January 2016.
13.2.4 Academic Board Nominees on Level A Selection Committees  
G1-G2, G33-G34

Recommendation
That the Academic Board:
(1) note the ‘Academic Board nominees on Level A Selection Committees’ report; and
(2) approve the proposed amendments to the Recruitment and Selection policy and the Appointment on Nomination policy with effect from 1 January 2016 as set out in the report presented.

13.2.5 Learning and Teaching Policy 2016  
G2, B1-B2, B23-B62

(full details are in the Report of the Chair, Item 6.3.4)

13.2.6 Student Misconduct Report 2014  
G2, G35-G42

Recommendation
That the Academic Board note the Student Misconduct Report 2014.

13.2.7 2014 Annual Report of the Learning Centre  
G2, G43-G51

Recommendation
That the Academic Board note the 2014 Annual Report of the Learning Centre.

13.2.8 Higher Education Standards Framework (Threshold Standards) 2015  
G2, G52-G90

Recommendation
That the Academic Board note the Higher Education Standards Framework (Threshold Standards) 2015.

13.2.9 Academic Board/SEG Faculty Reviews

13.2.9.1 Faculty of Architecture, Design and Planning  
G3, separately emailed attachment

Recommendation
That the Academic Board approve the Faculty of Architecture, Design and Planning Review and advise SEG of its decision.

13.2.9.2 Faculty of Medicine  
G3, separately emailed attachment

Recommendation
That the Academic Board approve the Faculty of Medicine Review and advise SEG of its decision.

13.2.10 Proceedings of the Committee  
G3

Recommendation
That the Academic Board note the proceeding of the Academic Standards and Policy Committee meeting held on 11 November 2015, as set out in the report presented.

14 General Business

14.1 Report on promotion of academic staff to Level B  
H1-H2

Recommendation
That the Academic Board note the report on the promotion of academic staff to Level B in 2015, as set out in the report presented.
14.2 Report on promotion of academic staff to Level C

Recommendation
That the Academic Board note the report on the promotion of academic staff to Level C in 2015, as set out in the report presented.
Minutes of the meeting of the Academic Board
held at 2.00pm on Wednesday 28 October 2015 in the Professorial Board Room

There were present: the Chair (Associate Professor P McCallum) presiding; the Acting Vice-Chancellor and Principal (Professor S Houston); the Chairs of the Standing Committees (Associate Professor S Cattle, Professor J Hanrahan, Associate Professor T Masters and Associate Professor D Traini); Associate Professor T Ancev, Dr T Balie, Dr J Bloomfield, Professor B Buckley, Professor B Caine, Professor T Carlin, Mr L Carment, Dr B Church, Associate Professor W Davis, Dr J Gao, Associate Professor J Gister, Professor M Graeber, Mr T Greenwell, Associate Professor T Grewal, Dr J Gullick, Professor T Hambley, Professor A Johnston, Mr C Jones, Dr D Larkin, Professor D Lowe, Dr J Ma, Dr S Matthew, Ms E May, Professor E Mpfou, Associate Professor L Nicholson, Dr C Owens, Professor P Pattison, Professor K Refshauge, Professor C Rhodes, Ms A Rose, Dr J Saleeba, Professor J Shields, Professor R Stancliffe, Associate Professor C Taylor, Professor G Tolhurst, Ms S Vimalarajah, Associate Professor R Walker, Ms L Webster, Associate Professor G White and Associate Professor T Wilkinson.

Present as observers: Ms C Angeloni (SRC), Associate Professor J Barrett, Professor A Fekete (EIT), Mr D Pacey (Secretary to Senate), Ms L Rose (Office of the Provost), Mr T Smithers (SAS Project) and Ms D Thai (ADP).

In attendance: Mr M Charet (Committee Officer, University Secretariat).

1. Apologies
Apologies have been received from: Associate Professor J Anderson, Associate Professor S Barrie, Dr R Bathgate, Ms A Bell, Dr T Bell, Mr K Blakeney, Ms T Clement, Professor M Crock, Dr D Easdown, Ms C Fahd, Professor S Garton, Professor N Gurran, Ms A Irish, Professor D Ivison, Dr N Jarkey, Professor Y-H Jeon, Dr D Larkin, Professor P Leong, Professor D Mayer, Associate Professor S McGrath-Champ, Professor C Peck, Associate Professor N Peres da Costa, Professor I Ramzan, Professor K Refshauge, Professor A Reid, Professor J Riley, Professor L Rivory, Professor B Robinson, Associate Professor P Seltsikas, Ms J Smith, Associate Professor C Sutton-Brady, Mr J Tong, Dr S van der Laan, Professor D Waters, Professor G Whitwell and Dr P White.

2. Arrangement of agenda
2.1 Starring of items
The following items were starred:
12.2.2, 13.2.

2.2 Adoption of unstarring items

Resolution AB_7_236/15
That the Academic Board resolved as recommended with respect to all unstarring items.
3. Minutes of previous meeting

Resolution AB_7_237/15
That the Academic Board adopted the minutes of the previous meeting held on 16 September 2015 as a true record.

4. Business arising from Minutes (not dealt with elsewhere in the Agenda)

5. Presentation: Vice-Chancellor’s Taskforce on Academic Misconduct and Plagiarism

The Chair advised that the Vice-Chancellor had called for the establishment of a taskforce in 2014 to address the University's responsibility to maintain standards of academic honesty and to defend the legitimacy of ownership and authorship of the work produced at the institution. The matter was brought into the public spotlight by media attention that risked the eroding public confidence in the ability of universities to ensure fairness and academic integrity in the face of industrial-scale essay mills and new technology, leading to a further risk to public perceptions of the integrity of university qualifications over time.

The aims of the taskforce were: to cultivate a strong culture of academic integrity shared by all staff and students; to provide a comprehensive education for all students; to encourage appropriate assessment that encourages originality of thought; to develop mechanisms for the effective detection of academic dishonesty and ensure that records are kept; to identify problems and trends in infringement and act on them; and to provide staff support to facilitate these outcomes. The desired outcome of these measures is to see low and declining levels of breach over time.

The taskforce has produced two reports. The first of these focusses on prevention and detection of academic dishonesty and recommends a number of measures to ensure that all students entering a degree program receive instruction in the principles of academic honesty. From Semester 1 2016, this will occur via completion of mandatory cross-University online modules and discipline-specific discussion in small-group activities within units of study. Alongside this, the report recommends the mandatory use of Turnitin for all text-based written assignments (necessitating online submission and the creation of LMS sites for every unit of study). Strategies to prevent ghostwriting are advocated such as requiring drafts of work in progress, as is ongoing review of assessment activities to address factors contributing to previous breaches. Reuse of previous assessment exercises is prohibited where such reuse may give those with knowledge of them (from an online source, for example) an unfair advantage. The University-wide adoption of an online reporting tool, currently in use in the Faculty of Arts and Social Sciences, is also in progress to simplify reporting for academic staff and facilitate data extraction. The first report also advocates the establishment of an Office of Educational Integrity within the portfolio of the Deputy Vice-Chancellor (Education). The Office of Educational Integrity will have responsibility for the implementation of task force findings as well as provide a single point of contact for staff and students. Activities to support these recommendations are already underway for commencement in Semester 1 2016.

The second report, included in the agenda for this meeting, focuses on support for academic and professional staff, as well as introducing processes to encourage academic honesty by research students. These include introducing an integrity check at point of thesis submission via text or code matching software; amalgamating the Research Code of Conduct and Academic Honesty requirements into single Procedure; implementing integrity checks at candidature milestones; and developing local data management procedures (including governance for LabArchives). The report also suggests the removal of Chapter 8 from the By-Law and its replacement by a Rule of Senate to remove double-processing and streamline administration, with less involvement of the Vice-Chancellor's Office. Finally, the paper calls for a culture of communication and openness.

Underpinning the implementation of the recommendations of the task force is a new Academic Honesty in Coursework Policy (included in the agenda as Item 13.2.2). The primary innovations of this policy include the option of providing further education prior to investigation or finding; creation of the role of an Academic Integrity Coordinator for each faculty to coordinate nominated academics as well as setting out the roles and responsibilities of all parties; removal of the need to determine whether plagiarism is negligent or dishonest; and setting out assessment requirements and policy on education relating to academic integrity.
In discussion, the Chair advised that existing students would be able to participate in the online training module and could take advantage of other resources but their participation would not be mandated or tracked by the Office of Educational Integrity, as will be the case with students new to a degree program. It was suggested that mandatory participation could be enforced via completion of the module as an assessment activity that does not contribute to a unit of study result so a student will not pass a unit of study until the module has been completed. The Board noted that this strategy has been utilised successfully in the Business School. The Chair emphasised that Turnitin is a tool to facilitate identification of potential misconduct but that academic judgement will still be required to identify policy breaches. The Board was also advised that students may use Turnitin themselves to pre-check assessment tasks prior to lodgement but that the University will only mandate use of Turnitin for final submission.

Resolution AB_7_238/15
That the Academic Board note the presentation from The Chair on the Vice-Chancellor’s Taskforce on Academic Misconduct and Plagiarism.

6. Report of the Chair

6.1 Report on Senate Matters

6.1.1 Report of the Senate meeting held on 28 September 2015
The Academic Board noted this report.

Resolution AB_7_239/15
That the Academic Board note the report of the Chair of the Academic Board on academic matters considered by Senate at its meeting of 28 September 2015.

6.2 Honours and Distinctions
The Board noted and congratulated by acclamation the recipients of honours and distinctions, as set out in the agenda and the supplementary agenda.

Resolution AB_7_240/15
That the Academic Board note the report of the Chair of the Academic Board on the honours and distinctions and congratulate the recipients, as set out in the report presented.

Action: Chair of the Academic Board to write to recipients congratulating them on their honours and distinctions.

6.3 General Report

6.3.1 2015 Academic Board elections
The Chair reported on results thus far in the filling of positions for the 2016-2017 term.

6.3.1.1 Academic Staff elections
Results of the elections completed thus far were reported in the supplementary agenda, with a number of vacancies filled on nomination by deans and a number of positions remaining to be filled. The Board noted that the results of the Faculty of Science election have yet to be determined and will be advised to the Board when available.

Resolution AB_7_241/15
That the Academic Board:
(1) appoint the academic staff members nominated by their deans to fill casual vacancies for the term 1 January 2016 to 31 December 2017; and
(2) note the report on the 2015 Academic Board elections as set out in the report presented.

Action: Executive Officer to update membership list.
6.3.1.2 Student elections
Results to date of student elections to the Board were advised in the supplementary agenda, with four faculties holding elections the results of which will be advised to the Board once available.

Resolution AB_7_242/15
That the Academic Board note the report on the 2015 Academic Board elections for student members as set out in the report presented.

Action: Executive Officer to update membership list.

6.3.1.3 Election of Chair of Academic Board
The Chair advised that the call for nominations for election to the Chair of the Board has closed, and that three valid nominations have been received. The Secretary advised that ballot papers would be distributed to eligible voters on 9 November, with the ballot taking place on 24 November. The new Chair would be announced shortly thereafter.

Resolution AB_7_243/15
That the Academic Board note the report on the 2015 Academic Board elections for the Chair of the Academic Board.

6.3.2 OLT grant application “Institutional strategies for academic integrity in the digital age”
In addition to the written report, the Chair advised that the application had arisen as a result of discussions at a national conference in Melbourne earlier in the year. The project involves 25 institutions each of which is contributing funds to set up a national network and coordinate collective action regarding legislation and resources. If the grant application is not successful, the participants nevertheless intend to proceed.

Resolution AB_7_244/15
That the Academic Board note the Chair’s report on the proposed OLT grant application “Institutional strategies for academic integrity in the digital age”.

6.3.3 2016 Academic Board meeting dates
Members noted the schedule.

Resolution AB_7_245/15
That the Academic Board note the schedule of meeting dates for 2016 as presented.

6.3.4 End-of-year Celebrations
The Board supported in intent the inclusion of a charitable collection as part of the end-of-year celebrations, with the Malala Fund and Katrina Dawson Foundation suggested as possible beneficiaries.

Resolution AB_7_246/15
That the Academic Board endorse a charitable collection to be run as part of the end-of-year celebrations following the Board’s final meeting for the year on 2 December 2015.

6.3.5 Correspondence Register
Members noted the report.

Resolution AB_7_247/15
That the Academic Board note the register of correspondence, as set out in the report presented.
7. Report of the Vice-Chancellor and Principal
   7.1 Report on Senate Matters
   7.1.1 Report of the Senate meeting held on 28 September 2015
       The Academic Board noted this report.

   Resolution AB_7_248/15
   That the Academic Board note the report of the Vice-Chancellor and
   Principal on matters considered by Senate at its meeting of 28 September
   2015.

   7.2 General report
   The Acting Vice-Chancellor, Professor Shane Houston, advised members of the
   Culture Leaders Forum scheduled for 19 November 2015, invitations for which are
   to be distributed shortly. The Forum is intended to address issues raised in the
   Culture strategy paper, as well as develop a financial model and 2016
   implementation plan for presentation to Senate in April.

   Resolution AB_7_249/15
   That the Academic Board note the report presented by the Acting Vice-Chancellor.

8. Question time
There were no further questions for the Chair or the Acting Vice-Chancellor.

   Resolution AB_7_250/15
   That the Academic Board note the responses to the questions raised.

9. Reports of the Faculties
   9.1 Faculty of Arts and Social Sciences: Amendment to Faculty Constitution

   Resolution AB_7_251/15
   That the Academic Board recommend that Senate approve the amendments to the
   Senate Resolutions relating to the Constitution of the Faculty of Arts and Social
   Sciences with immediate effect, as set out in the report presented.

   Action: Chair to recommend that Senate approve amendments to the Resolutions of
   Senate related to the Constitution of the Faculty of Arts and Social Sciences.

   The Dean and Faculty Manager, Faculty of Arts and Social Sciences, to note the
   Academic Board’s approval of the proposal to amend the Resolutions of Senate
   related to the Constitution of the Faculty of Arts and Social Sciences.

   9.2 2016 Semester Dates
       9.2.1 Faculty of Education and Social Work

   Resolution AB_7_252/15
   That the Academic Board approve the request from the Faculty of
   Education and Social Work to amend its semester dates for 2016 with
   immediate effect, as set out in the report presented.

   Action: The Dean and Faculty Manager, Faculty of Education and Social Work, to
   note the Academic Board’s approval of the proposal to amend its semester
   dates for 2016.

   9.2.2 Faculty of Nursing and Midwifery

   Resolution AB_7_253/15
   That the Academic Board approve the request from the Faculty of Nursing
   and Midwifery to amend its semester dates for 2016 with immediate effect,
   as set out in the report presented.

   Action: The Dean and Faculty Manager, Faculty of Nursing and Midwifery, to note
   the Academic Board’s approval of the proposal to amend its semester
   dates for 2016.
9.2.3 Faculty of Veterinary Science

Resolution AB_7_254/15
That the Academic Board approve the request from the Faculty of Veterinary Science to amend its semester dates for 2016 with immediate effect, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Veterinary Science, to note the Academic Board’s approval of the proposal to amend its semester dates for 2016.

10. Report of the Admissions Committee

10.1 Oral report of the Chair
Professor Hanrahan advised that she had nothing further to add to the written report.

Resolution AB_7_255/15
That the Academic Board note the report of the Chair of the Admissions Committee.

10.2 Report of the meeting held on 29 September 2015

10.2.1 Amended Terms of Reference

Resolution AB_7_256/15
That the Academic Board approve the proposed amendment to the Terms of Reference, with immediate effect, as presented.

Action: Executive Officer to update the terms of reference for the Admissions Committee.

10.2.2 Hong Kong Diploma of Secondary Education

Resolution AB_7_257/15
That the Academic Board approve a revised schedule for the recognition of the Hong Kong Diploma of Secondary Education (HKDSE) as an entry pathway to the University, with immediate effect, as set out in the report presented.

Action: Director, Admissions to note the Academic Board’s approval of a revised schedule recognising the Hong Kong Diploma of Secondary Education (HKDSE) as an entry pathway to the University.

10.2.3 Proceedings of the Committee

Resolution AB_7_258/15
That the Academic Board note the proceedings of the Admissions Committee meeting held on 29 September 2015, as set out in the report presented.

11. Report of the Undergraduate Studies Committee

11.1 Oral report of the Chair
Associate Professor Cattle advised that he had nothing further to add to the written report.

Resolution AB_7_259/15
That the Academic Board note the report of the Chair of the Undergraduate Studies Committee.

11.2 Report of the meeting held on 14 October 2015

11.2.1 Minor course amendment proposals

11.2.1.1 University of Sydney Business School: Faculty Resolutions

Resolution AB_7_260/15
That the Academic Board:
(1) approve the proposal from the University of Sydney Business School to amend sections of its Faculty Resolutions; and

(2) approve the amendment of the Faculty Resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, University of Sydney Business School, to note the Academic Board’s approval of the proposal to amend sections of its Faculty Resolutions and amend the resolutions in CMS.

11.2.1.2 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Civil) / Bachelor of Design in Architecture

Resolution AB_7_261/15
That the Academic Board:

(1) approve the proposal from the Faculty of Engineering and Information Technologies to approve a change to the Bachelor of Engineering Honours Combined Degree Resolutions to clarify the requirements for the Architecture component of the Bachelor of Engineering Honours (Civil) / Bachelor of Design in Architecture; and

(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to amend the Bachelor of Engineering Honours Combined Degree Resolutions to clarify the requirements for the Architecture component of the Bachelor of Engineering Honours (Civil) / Bachelor of Design in Architecture and amend the resolutions in CMS.

11.2.1.3 Faculty of Health Sciences: Bachelor Applied Science (Physiotherapy)/ Bachelor of Applied Science (Occupational Therapy)

Resolution AB_7_262/15
That the Academic Board:

(1) approve the proposal from the Faculty of Health Sciences to amend the Undergraduate English Language Requirements for the Bachelor of Applied Science (Physiotherapy) and Bachelor of Applied Science (Occupational Therapy); and

(2) approve the amendment of the schedule of approved Faculty variations above the University minimum requirements in the Undergraduate English Language Requirements (as referenced in clause 21(3) of the Coursework Policy 2014) with effect from 1 January 2017, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Health Sciences, to note the Academic Board’s approval of the proposal to amend the Undergraduate English Language Requirements for the Bachelor of Applied Science (Physiotherapy) and Bachelor of Applied Science (Occupational Therapy).
Executive Officer to amend the schedule of faculty variations to Undergraduate English Language Requirements.

11.2.1.4 Faculty of Law: Bachelor of Laws

Resolution AB_7_263/15
That the Academic Board:
(1) approve the proposal from the Faculty of Law to amend the names of the existing units of study in the Bachelor of Laws; and
(2) approve the amendment of the table of units of study arising from this proposal
with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Law, to note the Academic Board’s approval of the proposal to amend the names of the existing units of study in the Bachelor of Laws.

11.2.1.5 Faculty of Nursing and Midwifery: Bachelor of Nursing (Honours)

Resolution AB_7_264/15
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 of the course resolutions arising from this proposal
with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Nursing and Midwifery, to note the Academic Board’s approval of the proposal to amend the Bachelor of Nursing (Honours) and amend the resolutions in CMS.

11.2.1.6 Sydney College of the Arts: Bachelor of Visual Arts (Honours)

Resolution AB_7_265/15
That the Academic Board:
(1) approve the proposal from the Sydney College of the Arts to amend the Bachelor of Visual Arts (Honours); and
(2) approve the amendments to the course resolutions arising from this proposal
with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Sydney College of the Arts, to note the Academic Board’s approval of the proposal to amend the Bachelor of Visual Arts (Honours) and amend the resolutions in CMS.

11.2.2 Proceedings of the Committee

Resolution AB_7_266/15
That the Academic Board note the proceedings of the Admissions Committee meeting held on 14 October 2015, as set out in the report presented.

12. Report of the Graduate Studies Committee

12.1 Oral report of the Chair
Associate Professor Masters advised that he had nothing further to add to the written report.
Resolution AB_7_267/15
That the Academic Board note the report of the Chair of the Graduate Studies Committee.

12.2 Report of the meeting held on 14 October 2015
12.2.1 Progress Planning and Review for Higher Degree by Research Students Policy and Procedures 2015

Resolution AB_7_268/15
That the Academic Board approve the Progress Planning and Review for Higher Degree by Research Students Policy and Procedures 2015 with effect from 1 January 2016, as set out in the report presented.

Action: Executive Officer to register the Progress Planning and Review for Higher Degree by Research Students Policy and Procedures 2015 on the Policy Register.

12.2.2 Thesis and Examination of Higher Degree by Research Policy and Procedures 2015
This item was starred for discussion by the Chair, who advised that a number of additional amendments have been suggested by the PhD Award Sub-Committee and by SUPRA. The SUPRA amendments were incorporated into the version of the policy and procedures circulated with the supplementary agenda and the PhD Award Sub-Committee’s amendments were tabled at the meeting. The Board approved the adoption of all amendments as presented.

Resolution AB_7_269/15
That the Academic Board approve the amendments to the Thesis and Examination of Higher Degree by Research Policy and Procedures 2015 with effect from 1 January 2016, as set out in the report presented.


12.2.3 Proposals for new and amended postgraduate courses
12.2.3.1 Faculty of Architecture, Design and Planning: Master of Urban Design, Graduate Diploma in Urban Design, Graduate Certificate in Urban Design

Resolution AB_7_270/15
That the Academic Board:
(1) approve the proposal from the Faculty of Architecture, Design and Planning to delete the streams in Architectural and Urban Design and Urban Design and Planning from the Master of Urban Design;
(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 Certificate in the Faculty of Architecture, Design and Planning; and
(3) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

Action: Chair to recommend that Senate note the Academic Board’s approval of the proposal from the Faculty of Architecture, Design and Planning to delete the streams in Architectural and Urban Design and Urban Design and Planning from the Master of Urban Design and approve amendments to the Resolutions of Senate
related to the Degrees, Diplomas and Certificate in the Faculty of Architecture, Design and Planning.

The Dean and Faculty Manager, Faculty of Architecture, Design and Planning, to note the Academic Board's approval of the proposal to delete the streams in Architectural and Urban Design and Urban Design and Planning from the Master of Urban Design and amend the resolutions in CMS.

12.2.4 Minor course amendment proposals

12.2.4.1 Faculty of Architecture, Design and Planning

(1) Master of Heritage Conservation, Graduate Diploma in Heritage Conservation

Resolution AB_7_271/15
That the Academic Board:
(1) approve the proposal from the Faculty of Architecture, Design and Planning to amend the elective units of study for the Master of Heritage Conservation and Graduate Diploma in Heritage Conservation; and
(2) approve the amendment of the table of units of study arising from this proposal with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Architecture, Design and Planning, to note the Academic Board’s approval of the proposal to amend the elective units of study for the Master of Heritage Conservation and Graduate Diploma in Heritage Conservation.

(2) Master of Philosophy

Resolution AB_7_272/15
That the Academic Board:
(1) approve the proposal from the Faculty of Architecture, Design and Planning to amend the Master of Philosophy; and
(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Architecture, Design and Planning, to note the Academic Board’s approval of the proposal to amend the Master of Philosophy and amend the resolutions in CMS.

12.2.4.2 Faculty of Arts and Social Sciences: Master of Creative Writing

Resolution AB_7_273/15
That the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Creative Writing; and
(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Arts and Social Work, to note the Academic Board’s approval of the proposal to amend the Master of Creative Writing and amend the resolutions in CMS.
12.2.4.3 University of Sydney Business School: Faculty Resolutions
Members noted that this item was dealt with under item 11.2.1.1.

12.2.4.4 Faculty of Dentistry: Doctor of Clinical Dentistry

Resolution AB_7_274/15
That the Academic Board:
(1) approve the proposal from the Faculty of Dentistry to amend the Doctor of Clinical Dentistry;
(2) approve the amendment of the course resolutions arising from this proposal; and
(3) approve the amendment of the schedule of postgraduate English language requirements arising from the proposal with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Dentistry, to note the Academic Board’s approval of the proposal to amend the Doctor of Clinical Dentistry and amend the postgraduate English language requirements for admission to the course and amend the resolutions in CMS.

Executive Officer to amend the schedule of faculty variations to Postgraduate English Language Requirements.

12.2.4.5 Faculty of Health Sciences: Master of Physiotherapy, Master of Occupational Therapy

Resolution AB_7_275/15
That the Academic Board:
(1) approve the proposal from the Faculty of Health Sciences to amend the English language requirements for admission to the Master of Physiotherapy and Master of Occupational Therapy; and
(2) approve the amendment of the schedule of Postgraduate English Language Requirements arising from this proposal with effect from 1 January 2017, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Health Sciences, to note the Academic Board’s approval of the proposal to amend the English language requirements for admission to the Master of Physiotherapy and Master of Occupational Therapy.

Executive Officer to amend the schedule of faculty variations to Postgraduate English Language Requirements.

12.2.4.6 Faculty of Law: Changes to units of study

Resolution AB_7_276/15
That the Academic Board:
(1) approve the proposal from the Faculty of Law to amend various units of study; and
(2) approve the amendment of the table of units of study arising from this proposal with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Law, to note the Academic Board’s approval of the proposal to amend various units of study.
12.2.4.7 Faculty of Medicine: Master of Medicine, Master of Medicine (Advanced), Master of Science in Medicine, Master of Science in Medicine (Advanced), Graduate Diploma in Medicine, Graduate Diploma in Science in Medicine, Graduate Certificate in Medicine, Graduate Certificate in Science in Medicine

Resolution AB_7_277/15
That the Academic Board:
(1) approve the proposal from the Faculty of Medicine to amend the Master of Medicine, Master of Medicine (Advanced), Master of Science in Medicine, Master of Science in Medicine (Advanced), Graduate Diploma in Medicine, Graduate Diploma in Science in Medicine, Graduate Certificate in Medicine and Graduate Certificate in Science in Medicine; and
(2) approve the amendment of the table of units of study arising from this proposal with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Medicine, to note the Academic Board's approval of the proposal to amend the Master of Medicine, Master of Medicine (Advanced), Master of Science in Medicine, Master of Science in Medicine (Advanced), Graduate Diploma in Medicine, Graduate Diploma in Science in Medicine, Graduate Certificate in Medicine and Graduate Certificate in Science in Medicine.

12.2.4.8 Faculty of Nursing and Midwifery: Master of Advanced Nursing Practice, Master of Cancer and Haematology Nursing, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health Nursing, Master of Primary Health Care Nursing, Graduate Diploma in Advanced Nursing Practice, Graduate Diploma in Cancer and Haematology Nursing, Graduate Diploma in Emergency Nursing, Graduate Diploma in Intensive Care Nursing, Graduate Diploma in Mental Health Nursing, Graduate Diploma in Primary Health Care Nursing

Resolution AB_7_278/15
That the Academic Board:
(1) approve the proposal from the Faculty of Nursing and Midwifery to amend the Master of Advanced Nursing Practice, Master of Cancer and Haematology Nursing, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health Nursing, Master of Primary Health Care Nursing, Graduate Diploma in Advanced Nursing Practice, Graduate Diploma in Cancer and Haematology Nursing, Graduate Diploma in Emergency Nursing, Graduate Diploma in Intensive Care Nursing, Graduate Diploma in Mental Health Nursing and Graduate Diploma in Primary Health Care Nursing; and
(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Nursing and Midwifery, to note the Academic Board’s approval of the proposal to amend the Master of Advanced Nursing Practice, Master of Cancer and Haematology Nursing, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health Nursing, Master of Primary Health Care Nursing,
Graduate Diploma in Advanced Nursing Practice, Graduate Diploma in Cancer and Haematology Nursing, Graduate Diploma in Emergency Nursing, Graduate Diploma in Intensive Care Nursing, Graduate Diploma in Mental Health Nursing and Graduate Diploma in Primary Health Care Nursing and amend the resolutions in CMS.

12.2.4.9 Sydney College of the Arts: Master of Fine Arts

Resolution AB_7_279/15
That the Academic Board:
(1) approve the proposal from the Sydney College of the Arts to amend the Master of Fine Arts; and
(2) approve the amendment of the course resolutions arising from this proposal
with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Sydney College of the Arts, to note the Academic Board’s approval of the proposal to amend the Master of Fine Arts and amend the resolutions in CMS.

12.2.5 Proceedings of the Committee

Resolution AB_7_280/15
That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 14 October 2015, as set out in the report presented.

13. Report of the Academic Standards and Policy Committee

13.1 Oral report of the Chair
Associate Professor Traini advised that she had nothing further to add to the written report.

Resolution AB_7_281/15
That the Academic Board note the report of the Chair of the Academic Standards and Policy Committee.

13.2 Report of the meeting held on 30 September 2015
13.2.1 Academic Misconduct and Plagiarism Taskforce 2nd report
The Board noted that this item was addressed by the Chair as Item 5 on the agenda. Further to this, the Board was advised that a Procedure document to accompany the Academic Honesty in Coursework Policy 2016 is in preparation and will be circulated for consultation, noting that finalisation of the procedures is attendant on the prior approval of the policy. The Board resolved as recommended.

Resolution AB_7_282/15
That the Academic Board:
(1) note the second report of the Academic Misconduct and Plagiarism Taskforce;
(2) endorse in principle all four further Taskforce recommendations with a view to implementation by the start of 2017;
(3) approve for implementation:
   (a) the introduction of integrity checks for HDR student work at the first milestone during candidacy, to be part of the development of processes around the Progress Planning and Review Policy, and as part of the centralised submission process
   (b) removal of the student discipline procedures from the University of Sydney By-law and development of a new Rule of Senate; and
   (c) expansion of the TRIM workflow system to handle all student misconduct matters;
(4) join the Taskforce in recommending immediate action by faculties on the development of local provisions to give effect to the Research Data Management Policy; and
(5) note the next steps in relation to the other recommendations of the Taskforce.

13.2.2 Academic Honesty in Coursework Policy 2016
The Board discussed further amendments to the policy circulated with the agenda. Associate Professor Saleeba suggested that 21(2)(e) be amended to provide opportunity for alternative assessment to be made available if a repeat attempt at the original assessment was unfeasible. It was agreed to amend this clause to read: “permit the student to resubmit the work for reassessment or undertake alternative assessment, within a specified period of time and for a specified maximum possible mark, provided that the student receives no unfair advantage”. A similar adjustment regarding “unfair advantage” was endorsed for clauses 12(4), 17(3) and 21(5)(a). The Board provided in principle support for the policy as amended, noting that a final version would be presented to the December meeting for approval with the Procedures.

Resolution AB_7_283/15
That the Academic Board approve the Academic Honesty in Coursework Policy 2016 in principle for introduction in 2016, noting that the final version of the policy together with the associated procedures will be submitted to the December 2015 meeting of the Academic Board.

13.2.3 Student Placement Policy 2015

Resolution AB_7_284/15
That the Academic Board endorse the draft Student Placement Policy 2015.

Action: Deputy Vice-Chancellor (Education), to note the Academic Board’s endorsement of the Student Placement Policy 2015.

13.2.4 Academic Board/SEG Faculty Reviews: Faculty of Nursing and Midwifery

Resolution AB_7_285/15
That the Academic Board approve the Faculty of Nursing and Midwifery Review and advise SEG of its decision.

Action: Chair, Academic Board, to advise SEG that the Academic Board has approved the report of the Faculty of Nursing and Midwifery Review.

13.2.5 Proceedings of the Committee

Resolution AB_7_286/15
That the Academic Board note the proceeding of the Academic Standards and Policy Committee meeting held on 30 September 2015, as set out in the report presented.

14. General Business
There was no general business.

The meeting finished at 4:03pm.

Signed as a correct record

-------------------------------------------------------------
Chair
-------------------------------------------------------------
Date

2 December 2015 Page A14
6.1 Report on Senate Matters
Please note that the meeting scheduled for 16 November 2015 was not held.

6.2 Honours and Distinctions
I am pleased to report the following honours and distinctions and recommend the Academic Board extend its congratulations to the recipients:

Professor Lisa BERO, Faculty of Pharmacy
Awarded the Cochrane Collaboration’s Anne Anderson Award.

Dr Ben COLAGIURI, Faculty of Science
Awarded a 2015 NSW Young Tall Poppy Science Award.

Ms Patricia GARCIA, Faculty of Arts and Social Sciences
Named as a state finalist for the 2016 Australian of the Year Award.

Professor Archie JOHNSTON, Faculty of Engineering and Information Technologies
Selected as an Honorary Fellow, the highest membership ranking bestowed by Engineers Australia’s National Council.

Dr Dan JOHNSTONE, Faculty of Medicine
Awarded a 2015 NSW Young Tall Poppy Science Award.

Dr Tanya LATTY, Faculty of Agriculture and Environment
Awarded a 2015 NSW Young Tall Poppy Science Award.

Dr Elizabeth NEW, Faculty of Science
Awarded a 2015 NSW Young Tall Poppy Science Award.

Professor Steve (Ostoja) VUCIC, Faculty of Medicine
Awarded the 2016 Gottschalk Medal by the Australian Academy of Science.

Dr Camilla WHITTINGTON, Faculty of Science
Awarded a 2015 NSW Young Tall Poppy Science Award.

Recommendation
That the Academic Board note the report of the Chair of the Academic Board on the honours and distinctions and congratulate the recipients, as set out in the report presented.

6.3 General Report
6.3.1 2015 Academic Board elections
6.3.1.1 Membership of Academic Board for 2016
The Dean of the Faculty of Engineering and Information Technologies has nominated the following student to fill the vacant position of student member for the faculty on the Academic Board in 2016:

Ms Jaime Painter

The Academic Board is asked to accept this nomination and appoint Ms Painter to membership for one year expiring 31 December 2016.

Recommendation
That the Academic Board accept the nomination of Ms Jaime Painter to fill the vacant position of student member for the Faculty of Engineering and Information Technologies, for a term of membership expiring 31 December 2016.

6.3.1.2 Election of Chair of Academic Board
As advised at the Academic Board’s last meeting, an election has been held to determine the next Chair of the Academic Board. Ballots were counted on
24th November 2015, and the following candidate has been declared elected for a term expiring 31 December 2017:

Associate Professor Tony Masters

As a consequence of Professor Masters' election, he will not be an elected representative of the Faculty of Science on the Academic Board. The casual vacancy created will be filled by the remaining candidate who stood for these elections, Associate Professor David Easdown.

Recommendation
That the Academic Board note:
(1) the election of Associate Professor Tony Masters to the position of Chair of Academic Board for a term expiring 31 December 2017; and
(2) the appointment of Associate Professor David Easdown as an elected representative of the Faculty of Science for a term expiring 31 December 2017.

6.3.2 Academic Board Standing Committees
Members are advised that a call for nominations for membership of the Academic Standards and Policy Committee, Graduate Studies Committee and Undergraduate Studies Committee will be sent to faculties and members shortly. The terms of reference for all three of these committees allows for the Board to appoint a representative from each faculty, nominated by a member of the Academic Board. The position of Chair for these committees, the Admissions Committee and the sub-committees of the Graduate Studies Committee will be determined by the Chair-elect prior to the Board’s next meeting on 24 February 2016.

Recommendation
That the Academic Board note the report on the Board’s standing committees.

6.3.3 Academic Honesty in Coursework Policy 2016
At the Academic Board’s last meeting the Board gave in principle approval to the introduction of the Academic Honesty in Coursework Policy 2016, on the basis that a final version would be presented to the December meeting with the Procedures document for final approval.

The work of separating the procedures currently embedded in the policy into a separate document, and the revisions required to both policy and procedures to capture the recommendations in the second report of the Academic Misconduct Taskforce, is not yet complete, however the implementation of the new recordkeeping system in particular requires the promulgation of related policy from the beginning of next year.

The Academic Board is asked to approve the policy with effect from 1 January 2016 but note that a revised version with associated procedures will be presented to the Board in 2016. Please note that the version included in this report includes the amendments discussed at the last meeting of the Academic Board.

Recommendation
That the Academic Board approve the Academic Honesty in Coursework Policy 2016 with effect from 1 January 2016, as set out in the report presented.

6.3.4 Learning and Teaching Policy 2016
Members of the Academic Board will be aware that a consolidated Learning and Teaching policy has been in development for most of this year. The new policy will replace a dozen existing policies and policy statements, particularly the Creation, Variation and Deletion of Award Courses and Units of Study policy and the Management and Evaluation of Coursework Teaching policy. Procedures are currently being developed which will focus on the course approval process as currently documented on the Academic Board website. The policy has also been revised further to align with the Higher Education Standards Framework (Threshold standards) 2015, promulgated by the Minister for Education in Training in October,
notably over the necessity to undertake a comprehensive review of courses with external reference and overseen by the peak academic governance body at least every 7 years (5.3 (1)) (see item 13.2.8 in the report of the Academic Standards and Policy Committee for further information on these standards).

**Recommendation**
That the Academic Board approve the introduction of the learning and Teaching Policy 2016 with effect from 1 January 2016, as set out in the report presented.

6.3.5 **USFP University of Sydney High Achievers Program**
Taylors College, in conjunction with the University of Sydney Foundation Program’s (USFP) Board of Studies, recommends the introduction of an Accelerated program that provides a pathway for international students with high academic ability. This intensive course would be long enough to ensure significant preparation of tertiary academic competencies yet short enough to be enticing as a bridging pathway to the University for high achieving students who complete their High School studies between June – August and wish to commence at the University the following year in Semester One.

The aim of the program is to provide high achieving students with an introductory course of study that assists them in moving from their school environment to that of first year university. The course consists of skilled based units that complement students’ past academic achievements and subsequently provides the means whereby they may transition to independent learners.

**Recommendation**
That the Academic Board recognize the USFP University of Sydney High Achievers Program as an addition to the admissions pathway programs offered by Taylors College for the University of Sydney.

6.3.6 **Authority of the Chair of the Academic Board**
The Board is asked to authorise its current Chair and Chair-elect to act on its behalf in respect of any urgent matters that may arise between the Board meeting of 2 December 2015 and the meeting on 24 February 2016 as set out in the recommendation below.

**Recommendation**
That the Academic Board authorise:
(1) Associate Professor McCallum as current Chair to act on its behalf in respect of any urgent matters that may arise between the Board meeting on 2 December 2015 and 17 December 2015; and
(2) Associate Professor Tony Masters as Chair-elect to act on its behalf in respect of any urgent matters that may arise between 1 January 2016 and the Academic Board meeting on 24 February 2016, as set out in the report presented.

6.3.7 **2015 National Meeting of Chairs of Academic Boards and Senates**
The Chair will provide a report at the meeting regarding the recent 2015 National Meeting of Chairs of Academic Boards and Senates.

**Recommendation**
That the Academic Board note the report on the 2015 National Meeting of Chairs of Academic Boards and Senates.

6.3.8 **2015 Wentworth Medal**
Further advice regarding the award of the 2015 Wentworth Medal, for an essay on the topic “Advance Australia Fair? Equality, prosperity and sustainability in shaping Australia’s future”, will be provided at the meeting.

**Recommendation**
That the Academic Board note the report on the awarding of the 2015 Wentworth Medal as set out in the report presented.
6.3.9 Correspondence Register
Members are asked to note the following items of correspondence:

23/10/15 Correspondence with the Associate Dean (Research) in the Faculty of Engineering and Information Technologies regarding the appointment of convenors for oral examinations.

Recommendation
That the Academic Board note the register of correspondence, as set out in the report presented.

6.3.10 End-of-year Celebrations
Members of the Board and others who have assisted with the work of the Board and its committees throughout the year are invited to join the Chair for champagne and finger food in the Quadrangle Cloisters at the close of this Board meeting.

Recommendation
That the Academic Board note the report of the Chair on the Academic Board End of Year Party, as set out in the report presented.
ACADEMIC HONESTY IN COURSEWORK POLICY 2016

The Vice-Chancellor and Principal, as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated:

Last amended:

Signature:

Position: Dr Michael Spence, Vice-Chancellor

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PART 1 - PRELIMINARY

1 Name of policy

This is the Academic Honesty in Coursework Policy 2016.
2 Commencement

This policy commences on 1 January 2016

3 Policy is binding

Except to the extent that a contrary intention is expressed, this policy binds the University, staff, affiliates and students.

4 Statement of intent

This policy:

(a) states the University’s unequivocal opposition to, and intolerance of, plagiarism and academic dishonesty;
(b) sets out the principles underpinning the University’s approach to plagiarism and academic honesty;
(c) identifies individual responsibilities for promoting the principles of academic honesty; and
(d) provides for a transparent process for handling allegations of plagiarism and academic dishonesty by students enrolled in coursework award courses.

5 Application

(1) This policy applies to:

(a) staff and affiliates;
(b) all students enrolled in a coursework award course or undertaking coursework while enrolled in a research degree; and
(c) non-award students, exchange students and study abroad students in a unit of study at the University.

(2) It is a condition of each student’s admission to candidature that the student complies with this policy.

PART 2 - DEFINITIONS

6 Definitions

In this document:

academic dishonesty has the meaning given in subclauses 8 (1) and 8 (2).
academic integrity has the meaning given in subclause 10 (2).
Academic Integrity Coordinator means the nominated academic to whom the relevant dean has given responsibility for coordinating and reporting on allegations of plagiarism and academic dishonesty within the faculty.

acknowledgement of the source means identifying, in accordance with the conventions of the discipline, at least:

- the author(s) of the work; and
- the place from which the work or part of the work was sourced.

assessment means evaluation of a student's demonstration of specified learning outcomes, including by written or oral examination, assignments, presentation, and thesis.

By-law means the *University of Sydney By-law 1999* (as amended) or any University Rule or policy which may replace it.

coursework means a program of learning in which the dominant mode of instruction is through a program of classes, lectures, tutorials practical session, online tasks and other modes of instruction that are not supervised research.

coursework award course means a formally approved program of study which can lead to an academic award granted by the University and which is not designated as a research award course. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning will generally be dominant. All undergraduate award courses are coursework award courses.

dean means the dean of a faculty or chairperson of a board of studies.

dishonest plagiarism means knowingly presenting another person's ideas, findings or work as one's own by copying or reproducing them without due acknowledgement of the source, with intent to deceive the examiner into believing that the content is original to the student.

disciplinary matters means any conduct that contravenes the University Code of Student Conduct.

disciplinary procedures means the procedures set out in the *University Code of Student Conduct*.

disciplinary procedures of the faculty means the procedures set out in the *University Code of Student Conduct* but modified for the faculty.

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between students, including:

- researching, writing or presenting joint work;
- discussing general themes and concepts;
- interpreting assessment criteria;
- informal study or discussion groups; and
- strengthening and developing academic writing skills through peer assistance.

Co-operation is not legitimate if it unfairly advantages a student or group of students over others.

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**nominated academic** means an academic staff member responsible for handling plagiarism and academic dishonesty as nominated by the relevant dean in accordance with the University’s Delegations of Authority.

**Office of Educational Integrity** means the office established within the portfolio of the Deputy Vice-Chancellor (Education) to provide university-wide oversight of academic integrity and the implementation of this policy.

**procedures** means the Academic Honesty Procedures 2016 [INSERT LINK]

**student misconduct** means conduct which, if proven, would constitute student misconduct under the By-law.

**text-based written assignments** means assignments that use prose as the main, or as a significant, method of presenting an answer.

**work** means any or all of ideas, findings, or written or published material.

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**PART 3 – ACADEMIC DISHONESTY AND PLAGIARISM**

### 8 Academic dishonesty

(1) For the purpose of this policy, academic dishonesty means seeking to obtain or obtaining academic advantage for oneself or for others (including in the assessment or publication of work) by dishonest or unfair means.

(2) Academic dishonesty includes, but is not limited to:

(a) recycling – that is, the resubmission for assessment of work that is the same, or substantially the same, as work previously submitted for assessment in the same or in a different unit of study (except in the case of legitimate resubmission with the approval of the examiner);

   **Note:** Work which builds on work previously submitted in the same, or a previous, unit of study will not constitute recycling provided that such resubmission is allowed by the examiner and the previous work and the extent and nature of its use is acknowledged.

(b) dishonest plagiarism;

(c) fabricating data;
(d) engaging another person to complete or contribute to an assessment in place of the student;

(e) submitting work for assessment which has been completed by another person in place of the student or to which the other person has made a contribution, whether for payment or otherwise;

(f) accepting an engagement from another student to complete or contribute to an assessment in the place of that student;

(g) communicating, by any means, with another candidate during an examination;

(h) bringing into an examination forbidden material such as textbooks, notes, calculators or computers;

(i) attempting to read another student’s work during an examination;

(j) writing an examination paper, or consulting with another person about the examination, outside the confines of the examination room without permission;

(k) copying from another student during an examination; and

(l) inappropriately using electronic devices to access information during an examination.

9 Plagiarism

(1) For the purpose of this policy, plagiarism means presenting another person’s work as one’s own work by presenting, copying or reproducing it without appropriate acknowledgement of the source.

(2) Plagiarism includes presenting work for assessment, publication, or otherwise, that includes:

(a) phrases, clauses, sentences, paragraphs or longer extracts from published or unpublished work (including from the internet) without appropriate acknowledgement of the source; or

(b) the work of another person, without appropriate acknowledgement of the source and in a way that exceeds the boundaries of legitimate co-operation.

(3) Presenting work which contains any of the elements in subclause 9 (2) constitutes plagiarism, regardless of the author’s intentions.

(4) Plagiarism is unacceptable in academic work, even where it is not intended to deceive the examiner into believing that the work is original to the student, but instead arises from, for example:

(a) poor referencing;

(b) error;

(c) inability to paraphrase; or

(d) inhibition about writing in the student’s own words.

(5) Where plagiarism exists but intention to deceive cannot be established, the matter must still be handled in the manner specified in this policy and the procedures.
PART 4 –ACADEMIC INTEGRITY

10 General principles

(1) The role of the University is to create, preserve, transmit and apply knowledge through teaching, research, creative works and other forms of scholarship. The University is committed to academic excellence and integrity as the cornerstones of scholastic achievement and quality assurance.

(2) The academic integrity of the University and its programs requires:
   (a) scrupulous ethical behaviour from individuals;
   (b) a collective culture that champions academic honesty fostered by all staff, affiliates and students;
   (c) effective education and authentic assessment; and
   (d) an effective framework of education, prevention, detection and record keeping that enables the University to monitor and respond to threats to academic integrity.

(3) The University is opposed to, and will not tolerate, plagiarism or academic dishonesty by staff, affiliates or students.

(4) It is the responsibility of all students to:
   (a) ensure that they do not commit or collude with another person to commit plagiarism or academic dishonesty; and
   (b) comply with this policy and the procedures.

(5) The University will treat all allegations of plagiarism or academic dishonesty seriously, in accordance with this policy, the procedures and, where appropriate, misconduct proceedings under the By-law.

11 Fostering academic integrity

(1) Fostering academic integrity within the University is an essential element of an ethical education and culture.

(2) The University’s approach to academic integrity is based on the following strategies.
   (a) Clear expectations. University policies, procedures and faculty local provisions should clearly document what is expected of students and set out fair processes for dealing with allegations of academic dishonesty.
   (b) Education in academic honesty and discipline specific requirements. Students should be educated in the academic writing and referencing conventions of their discipline at an early stage in the first semester of the award course in which they are enrolled.
   (c) Support in understanding the importance and value of academic honesty. Students should be supported in learning the value and importance of academic honesty as a basis for university scholarship and research enriched learning.
   (d) Well-designed assessment which encourages demonstrated academic achievement, including academic integrity. Assessment should
encourage scholarship, creativity and originality in ways consistent with research-enriched learning.

(e) Effective detection. Assessment processes should detect plagiarism, correct errors and poor referencing, and deter dishonesty.

(f) Systematic record keeping to monitor the University’s goal to maintain a high standard of academic integrity.

(g) An open culture in which academic integrity is championed by staff, affiliates and students and in which information is shared appropriately and acted upon.

Note: See also Privacy Policy 2013 and Privacy Management Plan.

12 Requirements for assessment

(1) Faculties and unit of study co-ordinators must design the assessment for each award course and each unit of study to eliminate or minimise opportunities for students to gain unfair advantage through plagiarism or academic dishonesty.

(2) Faculties and unit of study co-ordinators must review and renew the assessment for each unit of study each time the unit is offered, including redesigning assessment tasks to prevent any breaches of academic integrity that may have occurred previously from recurring.

(3) Assessment tasks must not be reused in a way that enables students with knowledge or, or prior experience of those tasks to gain an unfair advantage for themselves or others.

(4) Examination questions and assignment questions must not be reused except where the unit of study co-ordinator is satisfied that such reuse will not:

(a) jeopardize the academic integrity of the assessment; or

(b) create unfair advantage.

(5) Where there is a possibility that ghostwriting (that is, commissioning another person to write all or part of an assessment) might occur the unit of study co-ordinator must take reasonable steps to eliminate or minimise the opportunity to do so, so that examiners can be satisfied, as far as reasonably possible, that the submitted work was written by the student without assistance except for reasonable cooperation. Such measures may include, but are not limited to:

(a) requiring an oral presentation of the work as part of the assessment;

(b) assessing outlines, drafts and other iterations of the written work as it is developed;

(c) requiring that students demonstrate their ability to produce unaided work in a supervised examination, where the student is required to pass, or reach a reasonable threshold in, the examination in order to pass the unit of study;

(d) conducting an oral examination.

(6) If a quiz or online assessment contributes significantly to the assessment mark for the unit, the unit of study co-ordinator must take appropriate steps to assure its academic integrity, consistently with this policy and the procedures.

(7) If a quiz or online assessment contributes a small percentage of the overall unit mark, academic integrity should still be considered as part of its design but assurance of the overall integrity of assessment for the unit may be through consideration of the complete assessment approach.
If class tests and mid-semester examinations contribute to the assessment mark, the unit of study co-ordinator must take active measures to provide seating arrangements which prevent copying. Where it is not possible to ensure students cannot see another student's paper one of the following techniques should be used:

(a) sorted seating where students sitting with adjacent students taking different exams;  
(b) scrambling multiple choice answers between candidates; or  
(c) another appropriate method.

Note: See the procedures for further information.

13 Compliance statements

(1) Students must submit a signed statement of compliance with each piece of work submitted to the University for assessment, presentation or publication.  

(2) Where students are required to submit frequent assignments, the relevant unit of study co-ordinator may permit a single compliance statement covering an entire unit, or an entire group of assessment tasks to be used.

14 Detecting plagiarism

(1) The principles of fair and transparent assessment (as set out in the Coursework Policy 2014) dictate that plagiarised work not be given credit.  

Note: See Part 14 of the Coursework Policy 2014.

(2) Detecting and identifying plagiarism is fundamentally a judgement made by an examiner who is aware of the responsibilities involved in the task of academic assessment. Web search and similarity detecting software, and other such means, should be regarded only as tools assisting an examiner to make that judgement.  

(3) The University has authorised and mandated the use of text-based similarity detecting software for all text-based written assignments. Faculties must inform students of this in introductory courses, unit of study outlines and informational material provided to them.

(4) Similarity detecting software may also be used for work that is not a text-based written assignment if the faculty or unit of study co-ordinator determines that it is of value in ensuring the academic integrity of assignments. Where such software is used, faculties must inform students in introductory courses, unit of study outlines and informational material provided to them.

(5) The unit of study co-ordinator must require all text-based written assignments to be submitted electronically and checked with the applicable similarity detecting software during the assessment process.

(6) For work that is not a text-based written assignment, unit of study co-ordinators must take all reasonable steps to design an assessment matrix that:

(a) eliminates or minimises the possibility of breaches of academic honesty; and  
(b) as far as possible ensures that:

   (i) the assignment is the student's own original work;  
   (ii) the work of others is appropriately acknowledged;
(iii) the assignment has not been previously submitted; and
(iv) the input of others does not exceed the bounds of legitimate cooperation.

(7) Where plagiarism is suspected by an examiner, or the possibility of plagiarism is detected by similarity detecting software, the examiner should employ all reasonable means to clarify whether the relevant work contains plagiarism.

(8) Where, as the result of a student’s performance in another assessment task within a unit of study, an examiner forms the reasonable suspicion that an assessment may not be a student’s own unaided work (excepting reasonable co-operation), the examiner must report the matter consistently with this policy and the procedures.

PART 5 – DEALING WITH ALLEGATIONS OF PLAGIARISM OR ACADEMIC DISHONESTY

15 Procedural fairness

(1) The process for enquiring into and determining allegations of plagiarism or academic dishonesty by coursework students is set out in the procedures.

(2) A faculty may only impose a penalty for plagiarism or academic dishonesty on a coursework student in accordance with this policy and the procedures.

(3) The University is committed to dealing with allegations of academic dishonesty by students in accordance with the principles of procedural fairness, including the rights of students to:

(a) be informed of the allegations against them in sufficient detail to enable them to understand the precise nature of the allegations and properly to consider and respond to them;

(b) have a reasonable period of time within which to respond to the allegations;

(c) have the matter resolved in a timely manner;

(d) be informed of their rights under this policy and these procedures and under the By-law;

(e) invite a support person or student representative to any meeting regarding alleged academic dishonesty;

(f) be treated impartially in any enquiry or investigation process; and

(g) be treated with an absence of bias by the decision-maker.

16 Reporting concerns

An examiner who suspects plagiarism or academic dishonesty by a student must report it to the relevant Academic Integrity Coordinator or nominated academic in the manner prescribed in the procedures.
17 Preliminary assessment

(1) Where an Academic Integrity Coordinator or nominated academic becomes aware of an allegation of plagiarism or academic dishonesty, he or she must, in consultation with the examiner:

(a) formulate a clear expression of the alleged conduct; and

(b) form a preliminary view of whether, if proven, it would constitute plagiarism or academic dishonesty.

(2) If the Academic Integrity Officer's preliminary view is that the alleged conduct could not amount to plagiarism or academic dishonesty and was not caused by a failure fully to understand referencing requirements rather than dishonesty as set out in 17(3), he or she must record 'no impropriety' as the decision and take no further steps.

(3) If the Academic Integrity Coordinator or nominated academic's preliminary view is that the conduct is likely to have been caused by a failure fully to understand referencing requirements rather than dishonesty, the Academic Integrity Coordinator must check the student's record.

(4) If, after checking the student's record, the Academic Integrity Coordinator or nominated academic still considers that the conduct is likely to have been caused by a failure fully to understand referencing requirements and not dishonesty, the Academic Integrity Coordinator or nominated academic must:

(a) direct the student to attend and complete, within a specified time, an additional development course on academic integrity approved by the Office of Educational Integrity;

and

(b) provided that to do so would not confer an unfair advantage on any student, permit the student to resubmit the work for assessment:

(i) within a specified time; and

(ii) if appropriate, for a specified maximum mark;

or

(c) permit the student to undertake alternative assessment

(i) within a specified time; and

(ii) if appropriate, for a specified maximum mark.

(5) The Office of Educational Integrity must record the student's completion of, and success or otherwise at, the additional development course.

Note: See the University Recordkeeping Policy and Recordkeeping Manual.

(6) If a student satisfactorily completes an additional development course required under 17(4) the Academic Integrity Coordinator or nominated academic must record 'development course completed' as the outcome and take no further steps beyond those in 17(4).

(7) If a student who has been required to attend and successfully complete a remedial education course fails to do so within the specified time the Academic Integrity Coordinator or nominated academic must require the student to attend an interview and follow the process set out in clause 18 of this policy.

(8) If the Academic Integrity Coordinator or nominated academic's preliminary view is that the conduct is not likely to have been caused by a failure fully to understand
referencing requirements, the Academic Integrity Coordinator or nominated academic must then determine whether the matter should be dealt with by the faculty, as provided in clause 18 of this policy, or referred to the Registrar for action under the By-law.

(a) If the allegations are such that, if proven, a penalty of failure in the unit of study would not be appropriate, the matter should be referred to the Registrar.

(b) If there is a credible allegation that:
   (i) another person has been engaged to complete or contribute to an assessment instead of the student; or
   (ii) the student has accepted such an engagement from another student the matter should be referred to the Registrar.

(9) If the Academic Integrity Coordinator or nominated academic forms the view that the conduct should be referred to the Registrar as set out in clause 17 (6), the student must be informed of this in writing.

(10) The Academic Integrity Coordinator or nominated academic must inform the examiner and the unit of study co-ordinator and the examiner of the outcome of the preliminary consideration process, and record that outcome on the student’s file.

Note: See the University Recordkeeping Policy and Recordkeeping Manual.

18 Determining allegations of plagiarism and academic dishonesty

(1) If the outcome of the Academic Integrity Coordinator or nominated academic’s preliminary assessment is that the matter is not one in which the student should be dealt with under subclauses 17(3), 17(4) or 17(7) (a) or 17 (7)(b), the Academic Integrity Coordinator or nominated academic will:

(a) inform the student in writing of the allegation as formulated;
(b) appoint a time and place for the student to attend an interview, which must conducted in the manner specified in the procedures; and
(c) provide the student with:
   (i) any further information and materials required by the procedures; and
   (ii) a copy of this policy and the procedures.

(2) Where allegations concern group work, the steps required by this policy must be undertaken separately in relation to each student involved. In particular:

(a) separate allegations must be formulated for each student;
(b) separate notifications must be provided to each student;
(c) each student must be the subject of separate consideration;
(d) students must not be interviewed together; and
(e) a determination made about one student must not be taken into consideration when determining allegations against another.

(3) The decision maker must be the Academic Integrity Coordinator or a nominated academic, and may be, but need not be, the same person who formed a preliminary view of the case as set out in 17 (1).

(4) The decision maker must consider:
(a) the allegation as formulated;
(b) any supporting material (copies of which must be provided to the student); and
(c) any submissions made by or on behalf of the student.

19 Available determinations

(1) The decision maker must determine whether the student has engaged in:
   (a) no impropriety;
   (b) plagiarism; or
   (c) academic dishonesty.

(2) If a student who has been given reasonable notice does not attend an interview without good reason, the decision maker may determine the matter in the student’s absence.

20 Conclusion of no impropriety

If the decision maker concludes that the student has engaged in no impropriety:

(a) the decision maker must inform:
   (i) the student;
   (ii) the examiner;
   (iii) the unit of study co-ordinator; and
   (b) if the work has not already been assessed, it must be returned to the examiner for assessment on its academic merit.

21 Conclusion of plagiarism or academic dishonesty

(1) If, after further consideration, the decision maker determines that the allegation of plagiarism or academic dishonesty is substantiated, he or she must inform the following of the conclusion reached:

(a) the student;
(b) the examiner;
(c) the unit of study coordinator; and
(d) if not the decision maker, the Academic Integrity Coordinator.

(2) If the decision maker concludes:

(a) that the work contains plagiarism but not dishonest plagiarism; and
(b) after consulting the student record, is satisfied that the plagiarism is due to a failure to fully understand referencing requirements

the decision maker must:
(c) direct the student to attend and successfully complete, within a specified period, an additional development course on academic integrity approved by the Office of Academic Integrity;

(d) inform the unit of study co-ordinator and, if not the decision maker, the Academic Integrity Coordinator, of the outcome; and

(e) provided that to do so would not confer an unfair advantage on any student, permit the student to resubmit the work for assessment:
   (i) within a specified time; and
   (ii) if appropriate, for a specified maximum mark;

   or

(f) permit the student to undertake alternative assessment
   (i) within a specified time; and
   (ii) if appropriate, for a specified maximum mark.

(3) The Office of Educational Integrity must record the student's completion of, and success or otherwise at, the additional development course.

(4) If a student who has been required to undertake and successfully complete an additional development course fails to do so the decision maker must then:
   (a) apply one or more of the penalties specified in subclauses 20(5); and
   (b) inform the following of this decision:
      (i) the student;
      (ii) the Academic Integrity Coordinator, if not the decision maker;
      (iii) the examiner; and
      (iv) the unit of study co-ordinator.

(5) If the decision maker concludes that the work contains dishonest plagiarism or that the student has engaged in academic dishonesty, the decision maker must apply one or more of the following outcomes:
   (a) provided that to do so would not confer an unfair advantage on any student, require the student to resubmit the work for assessment or undertake alternative assessment:
      (i) within a specified time; and
      (ii) for a specified maximum mark.
   (b) require the student to undertake other remedial action;
   (c) apply a fail grade, a mark penalty or a mark to the work which reflects its unsatisfactory standard;
   (d) apply a fail grade or a mark penalty to the unit of study; or
   (e) if the decision maker considers the conduct to be sufficiently serious, refer the matter to the Registrar to be dealt with under the By-law.

(6) In any case where there is a conclusion of academic dishonesty in a substantial assessment item (as determined by the decision maker in his or her absolute discretion), the penalty should be a mark of zero for the assessment unless there are exceptional mitigating circumstances. The nominated academic may also impose a grade of FA for the unit of study.
(7) If the conduct would, if proven, constitute academic misconduct, the decision maker must refer the matter to the Registrar for investigation under the *By-law*.

(8) The decision maker must inform the original examiner, the student and the unit of study co-ordinator of the results obtained from any resubmission or other remedial action imposed.

### 22 Appeals

Students may appeal against academic decisions made under this policy in the manner provided in the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006* (as amended).

### PART 6 RESPONSIBILITIES

#### 23 Responsibilities

(1) Demonstrating and embedding academic integrity is the responsibility of all members of the University community.

(2) **The Deputy Vice-Chancellor (Education) through the Office of Educational Integrity** is responsible for:

   (a) overseeing the maintenance of academic integrity in all courses across the University;

   (b) co-ordinating the work of faculties, Academic Integrity Coordinators and other decision makers to ensure consistency of practice and standards in education, detection and penalties;

   (c) developing and regularly updating one or more online academic integrity modules to be taken by all students in the early stages of the first semester of the award course in which they are enrolled;

   (d) maintaining University-wide systems and practices for prevention, detection and recordkeeping in relation to the maintenance of academic integrity;

   (e) making development courses available to all students in the University which:

      (i) build on education provided by faculties and any online modules; and

      (ii) provide additional education where problems are detected in student work that fall short of academic dishonesty.

   (f) reporting to the relevant Academic Integrity Coordinator the results of any student required to undertake further development courses under this policy;

   (g) providing information from the centralised record-keeping system about allegations and findings of plagiarism and academic dishonesty to the Academic Integrity Coordinators for reporting to faculties and the Academic Board.

(3) **The Deputy Vice-Chancellor (Registrar)** is responsible for:

   (a) conducting investigations under the *By-law*; and

   (b) making arrangements for University-administered examinations that eliminate or minimise the possibility of breaches of academic honesty.
(4) **The Academic Board** is responsible for:
   (a) monitoring academic integrity throughout the University;
   (b) scrutinising annual reports from faculties on breaches of academic integrity in coursework and research award courses; and
   (c) making recommendations to faculties, the Vice-Chancellor and Deputy Vice-Chancellors.

(5) **Faculties** are responsible for:
   (a) monitoring and overseeing the implementation of this policy and the procedures within the faculty;
   (b) promoting good practice for all units of study and award courses which they administer;
   (c) responding to requests information from the Deputy Vice-Chancellors, the Office of Educational Integrity and the Academic Board;
   (d) providing to all students, during the early stages of the first year of all undergraduate and postgraduate award courses, formal education (including tutorial exercises and scaffolded writing tasks) about:
      (i) principles and practices of academic integrity;
      (ii) appropriate acknowledgement;
      (iii) paraphrasing;
      (iv) developing effective written communication; and
      (v) avoiding plagiarism and academic dishonesty.
   (e) establishing and maintaining processes to require and monitor that all students successfully complete any online academic integrity modules endorsed by the Deputy Vice-Chancellor (Education) through the Office of Educational Integrity;
   (f) monitoring and overseeing unit of study co-ordinators’ development and review of assessment requirements within each unit of study to provide academic integrity processes within the faculty that are consistent, aligned and effective;
   (g) reporting annually to the Academic Board on steps taken to support academic integrity within the faculty, based on reports of breaches provided by the Office of Educational Integrity from the centralised record-keeping system.

(6) **Deans** are responsible for:
   (a) developing and supporting academic integrity within their faculty;
   (b) monitoring and overseeing the implementation of this policy and the procedures within their faculty;
   (c) appointing an Academic Integrity Coordinator within their faculty;
   (d) assigning appropriate duties to professional staff to implement this policy; and
   (e) appointing, as deemed appropriate, one or more additional nominated academics as decision makers in appropriate cases.

(7) **Academic Integrity Coordinators** are responsible for:
(a) monitoring and reporting on instances of plagiarism and academic dishonesty within their faculties consistently with this policy and the procedures;

(b) maintaining consistent decision making and high standards of academic integrity within their faculty, in line with guidelines from the Office of Educational Integrity;

(c) complying with the requirements of this policy and the procedures; and

(d) presenting a report, based on information from the Office of Educational Integrity, on all allegations of plagiarism and academic dishonesty each year to the faculty board and to the Academic Board as required by this policy.

(8) Nominated Academics are responsible for

(a) working with the Academic Integrity coordinator to maintain consistent decision making and high standards of academic integrity within their faculty, in line with guidelines from the Office of Educational Integrity; and

(b) complying with the requirements of this policy and the procedures.

(9) Unit of study co-ordinators are responsible for:

(a) developing and supporting the academic integrity of assessment within the units of study for which they are responsible;

(b) designing and reviewing the assessment matrix of a unit of study each time it is offered to:
   (i) embed academic integrity; and
   (ii) eliminate or minimise opportunities for plagiarism or academic dishonesty, in light of any breaches of academic integrity that occurred when the unit was previously offered.

(c) providing unit of study outlines, or sites on the University’s Learning Management System, for each unit of study which:
   (i) give clear information about the University’s policies and procedures on plagiarism and academic dishonesty; and
   (ii) where appropriate, provide discipline or subject specific examples;

(d) reporting instances of suspected plagiarism and academic dishonesty; and

(e) implementing the requirements for assessment specified in this policy and the procedures, including the use of similarity detection software.

(10) Teachers, including examiners, are responsible for:

(a) educating students about academic integrity consistently with the plans of faculties and unit of study co-ordinators;

(b) advising students on academic integrity;

(c) maintaining academic integrity in all activities relating to learning and assessment;

(d) distinguishing original from plagiarised work; and

(e) reporting breaches of academic integrity consistently with this policy.

(11) Students are responsible for ensuring academic integrity in all learning and work completed by them.
(a) Students undertaking group work who become aware of plagiarism or other academic dishonesty in their group's work should make all reasonable attempts either:
   (i) ensure the work is correctly referenced prior to submission; or
   (ii) report the plagiarism or academic dishonesty to the unit of study co-ordinator.

(b) Failure to do so may amount to collusion in unacceptable conduct.

PART 7 – ADMINISTRATIVE MATTERS

24 Reporting to the faculty and the Academic Board

(1) Each Academic Integrity Coordinator must provide an annual report to the Faculty Board and other appropriate committees containing:
   (a) the number of allegations of plagiarism and academic dishonesty received by the faculty during the previous year organised according to:
       (i) enrolment type (part time/full time);
       (ii) International or domestic status;
       (iii) gender;
       (iv) award course; and
       (v) year of award course;
   (b) a de-identified summary table of the outcomes of the allegations following investigation.

(2) In March each year, faculties must report information specified in subclause 24 (1) to the Academic Standards and Policy Committee of the Academic Board, along with a commentary on any further steps taken by the faculty to promote compliance with this policy and to ensure the academic integrity of its programs.

25 Rescissions and replacements

This document replaces the Academic Dishonesty and Plagiarism in Coursework Policy 2012 which is rescinded as from the date of commencement of this document.

NOTES

Academic Dishonesty and Plagiarism in Coursework Policy 2016

Date adopted:
Date commenced:
Administrator:
Review date:
Recinded documents:

Related documents:  
University of Sydney Act 1989 (as amended)
University of Sydney By-Law 1999 (as amended)
University of Sydney (Student Appeals Against Academic Decisions) Rule 2006
Coursework Policy 2014
Assessment Procedures 2011

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

Academic Board Report of the Chair – Appendix B
LEARNING AND TEACHING POLICY 2016

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

Dated:

Last amended:

Signature:

Position:

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PART 1 PRELIMINARY

1 Name of policy

This is the Learning and Teaching Policy 2016.
2 Commencement

This policy commences on 1 January 2016.

3 Policy is binding

Except to the extent that a contrary intention is expressed, this policy binds the University, staff, students and affiliates.

4 Statement of intent

This policy:

(a) describes the nature of education at the University;
(b) sets out the manner in which curricula are structured;
(c) provides for the effective management of learning and teaching; and
(d) establishes quality assurance processes for learning and teaching.

5 Application

Except to the extent that a contrary intention is expressed this policy applies to the learning and teaching of coursework award courses.

6 Definitions

(1) In this policy:

academic unit

Means a faculty, board of studies, school, department, centre or interdisciplinary committee of the University.

AQF

Means Australian Qualifications Framework, which is the national framework for recognition and endorsement of education qualifications.

assessment

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

Associate Dean - Education

means:

- the Associate Dean of a faculty with responsibility for education at the relevant level; or
- the deputy chairperson of a board of studies; or
- a person appointed by the Dean to have responsibility within the faculty for education at the relevant level.

Note: This position may have any of a number of different titles, including Associate Dean -Education, Associate Dean -
Teaching or Learning, Associate Dean - Undergraduate Students, Associate Dean - Postgraduate Coursework or equivalent. Responsibilities of the Associate Dean Education specified in this policy may be shared between more than one position.

**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.

**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, draw conclusions that form the basis for further investigation and intellectual and professional growth.

**combined degree course**

Means a combination of two degree programs leading to the attainment of two qualifications, structured to enable students to count a specified number of units of study towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately.

**core**

Means a set of units of study that develops required knowledge and skills for an award course.

**course**

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

**course resolutions**

Means the requirements for an award course approved by the Academic Board and set out in the faculty resolutions for the course.

**coursework award course**

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

Note: Further discussion of curriculum is contained in clause 16.

Degree core A set of units of study that develops required knowledge and skills for the degree.

Dean means the Dean of the relevant faculty.

department means an academic disciplinary grouping established within a school.

Double degrees Double degrees are programs of study resulting in the award of two qualifications in which course resolutions allow for the automatic transfer from one degree to another upon completion of a specified milestone.

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

faculty board means a faculty board or board of studies, or a committee appointed by such a board, to carry out the functions referred to in this policy. In this policy a reference to a faculty board is a reference to the board of the faculty or faculties responsible for the relevant award course.

faculty office means the professional staff led by a faculty manager that support learning and teaching within a faculty

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.

graduate qualities means the outcomes of a University of Sydney education. It is synonymous with the term graduate attributes.

Group of Eight (Go8) Means the coalition of eight research-intensive Universities, comprising The University of Melbourne, The Australian National University, The University of Sydney, The University of Queensland, The University of Western Australia, The University of Adelaide, Monash University and UNSW Australia.

Note: See https://go8.edu.au/

Head of Department means an academic leader within a department who represents the department in school or disciplinary fora. A Head of Department co-ordinates the provision of teaching and the development of curriculum within a department.

Head of School means the head of a school within a faculty with responsibility for approving arrangements for teaching, appointment of casual staff within the school. This role may be fulfilled by a position with another title (e.g. Head of Discipline or the Chair
of a board of studies or interdisciplinary committee.)

**LMS**
Meaning learning management system, which is the online learning system used by the University to host unit of study websites.

**learning outcomes**
Meaning statements of what students know, understand and are able to do on completion of a unit of study.

**major**
Meaning a defined sequence of units of study, which develops depth of expertise in a field of study.

**minor**
Meaning a defined set of units of study, which develops coherent knowledge and skills in a field of study.

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

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

*Note:  Further discussion of program is contained in clause 19.*

**program co-ordinator**
Meaning the designated person responsible for assessment at the program, major or degree level.

**stream**
Meaning an area of academic or vocational expertise in which students focus their studies within their degree.

*Note:  Further discussion of streams is contained in clause 19.*

**student**
Meaning 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.

**supervisor**
Meaning the member of the academic staff who is appointed to supervise a dissertation, treatise or long essay component of a coursework award program or an undergraduate honours program.

**teaching session**
Meaning, as appropriate, a semester or a summer or winter session.

**third-party learning technologies**
Meaning web-based and mobile applications that are not managed by a contract between the University and the technology supplier.

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

**unit of study**
Meaning 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 6 credit points.
PART 2 THE NATURE OF EDUCATION AT THE UNIVERSITY

7 Graduate qualities and learning outcomes

(1) All award courses must be designed to develop and assess the acquisition of the graduate qualities that the University has agreed are necessary to contribute effectively to contemporary society. These are achieved through a structured program, including learning outcomes of specific relevance to the particular award or discipline.

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

(3) These qualities should be embedded in the curriculum in a way that enables students to:
(a) excel at applying and continuing to develop disciplinary expertise;
(b) learn and respond effectively and creatively to novel problems;
(c) work productively, collaboratively and openly in diverse groups and across cultural boundaries;
(d) work effectively in interdisciplinary (including inter-professional) settings;
(e) build broader perspectives, innovative vision, and more contextualised and systemic forms of understanding;
(f) build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty; and
(g) be effective in exercising professional and social responsibility and making a positive contribution to society.

(4) The graduate qualities adopted by the University, and their purposes, are set out in the following table (Table 1):
Table 1

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


9 Educational excellence

(1) All award courses must be designed towards the achievement of excellence in outcomes, experience and environment.

(2) Educational programs and the management of learning and teaching must be designed and managed to ensure excellence in:

(a) educational outcomes: at the conclusion of their educational experience, students will demonstrate the graduate qualities to a high standard;

(b) educational experience as shown through:

(i) the impact of teachers and their capacity to engage students productively in the teaching and learning process; and

(ii) students’ mastery of the meta-cognitive skills that form the basis for self-directed learning;

and
(c) educational environment, consisting of the physical learning spaces, virtual learning environment, and support, which:
   (i) facilitates excellent outcomes and experience;
   (ii) fosters innovation; and
   (iii) seeks continuous improvement through systematic monitoring.

(3) To ensure excellent outcomes, faculties must design processes in which:
   (a) curricula provide continuous and well-co-ordinated sequences of learning experiences leading to well defined learning outcomes, involving expert guidance through well designed learning activities;
   (b) students:
      (i) are actively engaged in learning;
      (ii) are challenged, guided and supported to reach a high standard of learning; and
      (iii) become increasingly aware of, and responsible for, their learning;
   and
   (c) students and staff demonstrate a commitment to working together to achieve excellence in educational experience and outcomes.

(4) Learning environments must be accessible to students with disabilities, allow appropriate flexibility and use technology to minimise barriers to learning caused by time constraints, timetables and other artificial rigidities.

10 Engaged enquiry

(1) Learning programs must be designed to:
   (a) enable students to acquire and apply knowledge and skills through engaged enquiry;
   (b) challenge students with novel problems; and
   (c) enable students to demonstrate increasing awareness of, and responsibility for, their learning.

(2) Engaged enquiry is a design principle which is used to develop curricula, create learning experiences, and review courses and units of study.

(3) Engaged enquiry unites learning through the thinking and discovery processes used in research with experiential development of skills and knowledge through application.

(4) Research-enriched enquiry involves the formulation and critical testing of hypotheses on the basis of evidence and prior knowledge.

(5) Engagement arises from the further development of skills and knowledge through application in work, community and interdisciplinary settings.

(6) Research-enriched enquiry and engagement together form a core principle against which learning programs must be assessed.
11 Academic integrity

(1) Academic honesty by staff and students is an underlying ethos of all education.

(2) Policy and procedures relating to academic honesty in coursework are set out in: the Academic Honesty in Coursework Policy 2016; and the Academic Honesty in Coursework Procedures 2016.

12 Collegial governance

(1) The purpose of collegial governance is to provide a vehicle for:

(a) continuous improvement and innovation;

(b) an effective framework to achieve educational excellence; and

(c) the achievement of graduate qualities and learning outcomes to a high standard by each student.

(2) All award course programs must be overseen by a course committee or standing committee, established by, and reporting to the relevant faculty board or board of studies.

Note: a standing committee may have oversight of more than one award course, or of a category of award courses, for example, all undergraduate awards or all postgraduate coursework awards.

(3) All committees with responsibility for oversight of award course programs must include:

(a) representatives of the academic disciplines responsible for teaching;

(b) student representatives of students enrolled in the award course program; and

(c) the relevant Associate - Education.

(4) Committees responsible for award courses may:

(a) make recommendations to the faculty board, heads of school and Dean on:

(i) learning outcomes;

(ii) curricula;

(iii) units of study;

(iv) assessment;

(v) educational excellence;

(vi) academic integrity; and

(vii) program review;

(b) take such decisions on these and other matters related to learning and teaching within award courses as delegated by the faculty board, provided that the faculty board retains oversight and responsibility for the outcomes, quality and review of award courses.

(5) Faculty boards, or their relevant standing committees, may also establish such other program committees (including, if appropriate, unit of study committees) as are necessary for ensuring excellence in outcomes, experience and environment.

(6) Program committees must include:
(a) representatives of teachers within the program; and
(b) students enrolled in the program.

(7) Faculty boards, or their relevant standing committees must ensure that award courses receive a comprehensive review including external referencing or other benchmarking at least every seven years and forward a report of the review to the Academic Board.

(8) Award course review committees must include:
(a) representatives of the academic disciplines responsible for teaching in the award course;
(b) students enrolled in, or recently graduated from the award course; and
(c) relevant stakeholders from professions or industry, as determined by the committee responsible for oversight of the award course.

(9) The faculty board and award course committees are responsible for obtaining approval of units of study, programs and award courses consistently with Part 4 of this policy.

(10) Learning programs must be developed and managed through a collegial process which must:
(a) be evidence based (using academic expertise, research, benchmarking, market appraisal); and
(b) build on consultation with stakeholders listed in subclause 12(8).

Note: See clause 24 for specific authorities, roles and responsibilities for the management of learning and teaching.

PART 3 CURRICULUM STRUCTURE

13 Statement of intent

This part:
(c) outlines the structure of the curriculum for award courses and units of study; and
(d) articulates the components of award courses and the broad structure of undergraduate, postgraduate and combined coursework awards.

14 Learning outcomes

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

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

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

(1) An award course must enable students to demonstrate graduate qualities through defined learning outcomes.

(2) Titles for awards in the Australian Qualifications Framework (AQF) must be consistent with the AQF Issuance Policy.

(3) The title of an award course must include:
   (a) the qualification type; and
   
   Note: See section 1.3 of the University of Sydney (Coursework) Rule 2014 and section 1.03 of the University of Sydney (Higher Degree by Research) Rule 2014.

   (b) the discipline.

(4) The title of an award course may include one or more optional components, such as a stream.

(5) Award courses must follow an orderly and flexible program of learning experiences in a curriculum designed and approved consistently with this policy.

(6) Award courses must have defined outcomes which:
   (a) specify the qualities that graduates will demonstrate;
   (b) specify the learning outcomes that must be achieved to demonstrate those graduate qualities for a particular discipline;
   (c) demonstrate achievement, at a minimum, of the learning outcomes specified for the qualifications type and level in the AQF and

(7) Award courses must follow a curriculum which:
   (a) takes a student-centred approach to the achievement and assessment of learning outcomes in a coherent fashion;
   (b) is regularly reviewed (at least every seven years) by faculties consistently with this policy, in the light of student outcomes and the student experience, the growth of knowledge, changes in the learning environment and stakeholder input; and
   
   Note See clause 12 of this policy.

   (c) incorporates the components of the curriculum framework set out in clauses 17 to 19 of this policy.

16 Curricula generally

(1) Curricula must enable students to achieve the graduate qualities and learning outcomes of an award course or component of an award course. A curriculum sets out, in a progressive and cumulative manner:
   (a) specified knowledge and skills, expressed as learning outcomes;
   (b) the learning experiences and inquiry processes by which they are acquired;
   (c) how they are applied; and
   (d) an orderly and methodical assessment process through which they are demonstrated to a high standard.
Curricula should be designed to enable a combination of disciplinary depth and breadth of learning appropriate to the aims of the award course.

(a) Disciplinary depth enables students to achieve command and understanding of a discipline area and can be achieved through focussed study in a major, through the completion of core components, or through the completion of a specialisation.

(b) Disciplinary breadth enables students to contextualise their learning in the context of related studies and other disciplines, apply it to new contexts and augment it according to their learning needs and interests. Disciplinary breadth is achieved through electives, minors, additional majors, studies in other disciplines and interdisciplinary projects.

(3) A curriculum framework is a broad structure for the constituent educational experiences offered by each degree. It comprises core components that are essential for every student to reach an agreed standard, and enrichment opportunities that enable students to extend learning according to individual needs and interests, but are not required or relevant for every student.

17 Curriculum framework for undergraduate education

(1) The curriculum framework for new and revised undergraduate awards must include the following core components:

(a) a major or stream in at least one field of study;
(b) a structured approach to the development of knowledge and skills;
(c) collaborative and group-based learning activities and assessments;
(d) interdisciplinary and inter-professional learning experiences;
(e) authentic problems and assessments;
(f) an open learning environment for the extension of knowledge and skills; and
(g) project based learning.

(2) The following table (Table 2) sets out the graduate qualities associated with each of these core components.

Note: The curricula for award courses developed prior to 1 January 2016 must include these components when reviewed in line with clause 12 (7).
<table>
<thead>
<tr>
<th>Core component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative and group-based learning activities and assessments</td>
<td>- Broader skills</td>
</tr>
<tr>
<td></td>
<td>- Cultural competence</td>
</tr>
<tr>
<td></td>
<td>- Integrated identity</td>
</tr>
<tr>
<td></td>
<td>- Influence</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional learning experiences</td>
<td>- Broader skills</td>
</tr>
<tr>
<td></td>
<td>- Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>- Influence</td>
</tr>
<tr>
<td>Authentic problems and assessments</td>
<td>- Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>- Broader skills</td>
</tr>
<tr>
<td></td>
<td>- Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>- Integrated identity</td>
</tr>
<tr>
<td></td>
<td>- Influence</td>
</tr>
<tr>
<td>An open learning environment for extension of knowledge and skills</td>
<td>- Broader skills</td>
</tr>
<tr>
<td></td>
<td>- Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>- Integrated identity</td>
</tr>
<tr>
<td></td>
<td>- Influence</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>- Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>- Broader skills</td>
</tr>
<tr>
<td></td>
<td>- Integrated identity</td>
</tr>
<tr>
<td></td>
<td>- Influence</td>
</tr>
</tbody>
</table>

18 Curriculum framework for postgraduate coursework education

(1) The curriculum framework for postgraduate coursework awards must include;
(a) advanced specialisation in a field of knowledge;
(b) research skills;
(c) a structured approach to the development of knowledge and skills;
(d) a capstone experience in research, scholarship or professional project.

(2) The curriculum framework for postgraduate coursework units may include one or more of the following:
(a) a major;
(b) a minor,
(c) interdisciplinary study;
(d) exchange and work based projects;
(e) professional or industry experience;
(f) authentic problems and assessments;
(g) elective units; and
(h) project-based learning.
The following table (Table 3) sets out the graduate qualities associated with each of the above core components of a postgraduate coursework award.

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialisation in a discipline area</td>
<td>- Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A capstone experience</td>
<td></td>
</tr>
<tr>
<td>A major</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary study</td>
<td>- Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>- Broader skills</td>
</tr>
<tr>
<td></td>
<td>- Cultural competence</td>
</tr>
<tr>
<td></td>
<td>- Integrated identity</td>
</tr>
<tr>
<td>Exchange and work based projects</td>
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<td>Interdisciplinary and inter-professional learning experiences</td>
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<td>Authentic problems and assessments</td>
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Note: See Part 17 of the Coursework Policy 2014 for the requirements for different postgraduate qualification types.

19 Components of award courses

(1) A stream consists of a program of related units of study which are structured to provide the student with a depth of specialist knowledge of a discipline or field.

(2) Streams:
(a) are identified by the name of the stream of the award;
(b) are recorded on the testamur upon graduation;
(c) apply to both senior and junior levels;
(d) are not restricted to a specific number of credit points.

(3) Streams can be conceptualised as separate pathways for admission purposes but are linked to a set of other streams through shared nomenclature. Examples of
specialist award courses include: Civil Engineering; Physiotherapy; Music Performance; and Oral Health.

(4) A program must develop expertise in a multi-disciplinary domain or a professional field and include at least one major in a field of study.

(5) Majors:
(a) comprise a defined number of units in a field of study including, for undergraduate award courses, at a minimum 36 credit points at 2000 and 3000 level.
(b) are recorded on the student transcript upon graduation

(6) Minors:
(a) comprise a defined number of units of study in a field of study,
(b) are recorded on the student transcript at the completion of the award course

(7) A capstone experience should be integrative, foster student autonomy and, where appropriate, include a cross-disciplinary perspective.

Note: See Coursework Policy 2014

(8) Combined degrees and double degrees must meet the learning outcomes of both component award courses.

(9) Award courses may achieve depth and breadth of learning by the specification of core units and elective units.
(a) Units of study may be specified as core units if the faculty determines them to be essential to achieve the learning outcomes of the award course, major or specialisation. Core units must be completed by all students enrolled in the award course, relevant major or specialisation.
(b) Elective units are units chosen by students in order to extend their degree requirements according to their need or interests and contribute to graduate qualities. Electives are chosen from a list defined by the faculty and approved by the Academic Board.

(10) Units of study
(a) Units of study follow a programmed set of coherent learning experiences that lead progressively to the achievement of the learning outcomes for the unit.
(b) Units of study must be completed over one or two teaching sessions.
(c) Faculties must define learning outcomes for each unit of study which are aligned with those of the award courses in which the unit of study is offered and of other components of award courses of which it is a part.
(d) Except in the case of 'shell' units, used for students undertaking study at another institution and other purposes, the learning outcomes, requirements and assessment of a unit of study must be the same for all students taking that unit of study, regardless of the award course in which they are enrolled.
(e) Student transcripts and student record files must record a single result and a single credit point value for each unit of study attempted by a student.

(11) Credit points and student workload
(a) Credit points measure the relative quantitative contribution of a unit of study to an award course.
(b) The full time credit point load for undergraduate and postgraduate coursework award courses is 24 credit points per semester, or 12 credit points for summer Session and 6 credit points for the winter session. A full time credit point load for a year is 48 credit points equating to a student workload of 1500-1800 hours per year including class time, private study and assessment preparation.

(c) The normal credit point load for a unit of study is six credit points.

(d) Units of study shared across different award courses and between different faculties must have the same credit point value in every course.

(e) Where units of study are core units in more than one award course, faculties must design units of study to meet the learning needs of students in all award courses for which the unit is a core unit.

(f) The relationship between the level of student effort in a unit of study and the credit point value of that unit must take account of all courses sharing that unit of study.

(g) Faculties must consider overall student workload in assigning credit point value as follows:

   (i) 24 credit points equates to the effort expected of a full-time student, studying 36 – 48 hours per week or pro-rata for part-time students.

   (ii) A single credit point should therefore equate notionally to a minimum expectation of 1.5 – 2 hours of student effort per week for units of study offered over a semester.

   (iii) Flexibility between different units may be exercised in the allocation of credit point value to accommodate any tensions between the duration of core learning experiences and their perceived importance in achieving learning outcomes for the award course.

(h) Faculties introducing new units of study with a credit point value other than six must inform the Academic Board, explaining the rationale for deviating from the standard and addressing issues of compatibility.

(12) On academic grounds, a faculty may propose to the Undergraduate or Graduate Studies Committee of the Academic Board units of study with 0, 1 or 2 credit points. Teaching sessions

(a) Teaching and learning in award courses must take place in standard teaching sessions or in special teaching sessions determined by faculties in a faculty calendar and approved by the Academic Board.

(b) The standard teachings sessions are First Semester, Second Semester Summer Session and Winter Session.

(c) A semester comprises 13 weeks of programmed learning, one study week and 1 - 2 weeks for examination and assignment preparation.

(d) University semester dates, Summer and Winter Sessions and teaching blocks must be approved by the Academic Board.

(e) A faculty may offer teaching in sessions that vary from those specified in the University Calendar, subject to the approval of the Academic Board.

20 Assessment framework

(1) Assessment is the means by which students demonstrate graduate qualities and learning outcomes in a unit of study and in an award course.
(2) Learning outcomes for units of study must be assessed either within the unit of study or within an assessment framework for the award course or a component of an award course.

(3) The assessment framework of award courses and units of study must promote student learning and engaged enquiry, and be designed to ensure that key milestones in the achievement of learning outcomes are met to a standard sufficient to allow progression.

(4) Faculties must design the assessment framework of an award course to ensure that all students who successfully complete the award course demonstrate the graduate qualities and specified learning outcomes for the award.

(5) Unit of study co-ordinators must design the assessment framework of a unit of study to ensure that all students who successfully complete the unit of study demonstrate the qualities and learning outcomes of the unit of study and are assessed to the same standard.

(6) The University’s policy and procedures on assessment are set out in Part 14 of the Coursework Policy 2014 and in the Assessment Procedures 2011.

21 Academic integrity in the design of curricula

(1) Learning experiences, programs and curricula must be designed to educate students early in the first year about academic integrity, appropriate acknowledgement, academic honesty and avoiding plagiarism.
   
   (a) This education must include an online module endorsed by the Office of Educational Integrity and should also include tutorials work and scaffolding writing tasks as appropriate.

(2) The assessment framework of award courses and the assessment matrix within each unit of study must be designed and reviewed each time the unit is offered to ensure academic integrity.

PART 4 MANAGEMENT OF LEARNING AND TEACHING

22 Statement of intent

(1) The purpose of this part of the policy is to set out the framework, and specific responsibilities, for the management and evaluation of learning and teaching at unit of study, degree and University level. This includes governance authorities, roles and responsibilities, and quality assurance processes.

23 Governance

(2) This clause sets out the governance for learning and teaching at the University.

Note: Authorities set out in this policy are also defined in the Delegations of Authority – Academic Functions and the Supplementary delegations of authority - Academic

(3) The Academic Board
   
   (a) Subject to endorsement by the Senate, the Academic Board approves the award course level curriculum, which is developed, implemented and
monitored by the faculty board and approves requirements and other elements of award courses as determined in the *Coursework Policy 2014* and set out in award course resolutions and tables of units of study.

(b) Determines the procedures for the consideration, and deadline for submission of, proposals for new and amended award programs and courses.

(c) Determines periods of instruction and commencement and conclusion dates of the academic year.

(4) Faculty boards and their standing committees

(a) Faculty boards monitor educational excellence in the faculty and recommend to the Academic Board, the curriculum of award courses, and implement and monitor those curricula;

(b) Standing committees of faculty boards monitor educational excellence in award courses, report to the faculty board, and direct the development and review of award courses;

(c) Standing committees of faculty boards approve the curricula of units of study recommended by unit of study coordinators and monitor alignment of unit of study outcomes with those of the award course.

24 Roles and responsibilities

(1) Delegations of authority for the management of learning and teaching are set out in:

(a) *Delegations of Authority – Academic Functions*;

(b) *Supplementary Delegations of Authority – Academic Functions*; and

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

(i)

(2) The Academic Board

(a) subject to endorsement by Senate, approves the award course level curriculum which is developed, implemented and monitored by the faculty board;

(b) approves requirements and other elements of award courses as set out in the *Coursework Policy 2014*, award course resolutions and tables of units of study;

(c) approves the curriculum of streams within an award course;

(d) approves the addition and deletion of majors and minors;

(e) determines procedures for considering, and deadlines for submitting, proposals for new and amended award programs and courses;

(f) determines teaching periods and commencement and conclusion dates of the academic year and, if appropriate, variations from standard teaching sessions requested by faculties;

(g) is responsible for:

(i) aligning of the range of the University’s academic programs so that all graduates demonstrate graduate qualities set out in Part 2 to a high standard;
(ii) reviewing education programs within faculties in a 5 year cycle;
(iii) monitoring program outcomes and reports of review committees and accrediting bodies to promote educational excellence as set out in Part 2 of this policy;
(iv) monitoring processes within faculties to support the academic integrity of the University’s programs and assessment;
(v) monitoring and acting on any breaches of academic integrity and reviewing process accordingly;
(vi) considering and, if appropriate, approving the name and abbreviation used for each award course; and
(vii) developing and maintaining quality and educational excellence as set out in Part 5 of this policy.

(3) **The Deputy Vice-Chancellor (Education)** is responsible for strategic leadership of educational excellence and innovation throughout the University. The Deputy Vice-Chancellor Education must:
   
   (a) develop and maintain institutional systems and strategy to achieve excellence in outcomes, experience and environment. This includes curriculum frameworks, online learning, and the student experience; and
   
   (b) develop and maintain quality and educational excellence as set out in Part 5 of this policy.

(4) **The Deputy Vice-Chancellor (Registrar)** is responsible for the institutional systems and processes that support educational excellence. The Deputy Vice-Chancellor (Registrar) must develop and maintain institutional systems and strategy in order to achieve excellence in admission, student recruitment, and administration processes.

(5) **Faculty boards**
   
   (a) Faculty boards, and their committees, are responsible for standards, assessment and quality throughout the faculty. Faculty boards must:

   (i) establish a standing committee or committees with responsibility for excellence in outcomes, experience and environment in award courses.

   (ii) consider and, if appropriate, approve curriculum and assessment for all units of study, minors and majors in an award course;

   (iii) determine integration between units of study to meet award course learning outcomes;

   (iv) develop and maintain alignment of curricula and the quality of learning and teaching to achieve award course outcomes to a high standard;

   (v) where appropriate, monitor alignment with standards set by professional and accrediting bodies;

   (vi) advise the Academic Board of any changes to degree level curricula. This will include creation, variation and deletion of courses and changes to tables of units of study;

   **Note:** Course proposal and amendment requirements can be found on the Academic Board website at: [http://sydney.edu.au/ab/committees/courses.html](http://sydney.edu.au/ab/committees/courses.html)

   (vii) ratify assessment results; and
(viii) monitor and maintain standards, including academic honesty and the quality of assessment practices;

**Note:** See part 14 of the *Coursework Policy 2014* and the *Assessment Procedures 2011*.

(ix) review and act on educational quality data each semester as set out in Part 5 of this policy;

(x) develop and maintain academic integrity within the assessment framework of each award course at each stage of the program;

(xi) monitor breaches of academic integrity within the faculty;

(xii) review the assessment framework to eliminate or minimise the possibility of such breaches;

(xiii) report breaches of academic integrity to the Academic Board as required by the *Academic Honesty and Plagiarism in Coursework Policy 2012*; and

(xiv) monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs as set out in Part 5 of this policy.

**Note:** See clause 12. Responsibilities for standards and operational matters in connection with programs may be undertaken by relevant committees.

(6) **Deans**

(a) Deans have overarching responsibility for standards, quality, strategic leadership and resource allocation to achieve educational excellence within faculties. Deans must:

(i) exercise strategic oversight of faculty boards and their committees, the Associate Dean - Education and Heads of School to develop and maintain alignment with faculty strategy and operations;

(ii) consistently with the *Coursework Policy 2014*, set operational parameters for teaching and curricula, including teaching workloads, staff profile, fees and student numbers;

(iii) make appropriate arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5 of this policy;

(iv) direct the appropriate allocation of resources for educational excellence.

(v) direct that student representatives be elected or appointed as members of education, undergraduate, postgraduate studies committees and program committees; and

(vi) direct faculty or school offices to keep current and available relevant documentation relating to the faculty’s academic programs, including documentation for units of study.

(vii) appoint an Academic Integrity Coordinator and, if appropriate, additional Nominated Academics to act as decision makers in alleged breaches of academic integrity in line with the Academic Honesty in Coursework Rule 2016;

(viii) consider recommendations for exemption from lecture recording in University-managed lecture theatres or delegate such decisions to a Head of School.
(7) **Associate Dean - Education**

(a) Associate Dean - Education lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty and, on behalf of the Dean, monitor the effectiveness of processes for achieving graduate outcomes through engaged enquiry. Associate Dean – Education must:

(i) co-ordinate teaching across the faculty to ensure excellence in educational outcomes and experience;

(ii) review and act on data on educational quality;

(iii) monitor and direct alignment of educational standards and quality in the faculty with University policy and strategy;

(iv) implement collegial governance in the creation and review of educational programs within the faculty; and

**Note:** See clause 12.

(v) Support quality of teaching and learning across the faculty as set out in Part 5 of this policy.

(8) **Supervisors**

(a) Supervisors provide leadership, guidance and mentorship to students undertaking research projects, and provide academic advice to students on reporting of research findings. Supervisors must:

(i) support the student in the research project, including providing timely feedback and advice;

(ii) monitor progress within the context of the overall research project;

(iii) develop in the student the necessary skills to complete the project; and

(iv) educate students about, the University's policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.

(9) **Heads of School**

(a) Heads of School lead strategies and allocate resources for educational excellence within the school. Heads of School must:

(i) appoint a unit of study co-ordinator for each unit of study within the school;

(ii) assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school; and

(iii) review reports and data on educational quality in consultation with unit of study co-ordinators and program committees; and

(iv) act in relation to staff performance and effective allocation of quality resources.

(v) where so-delegated by the Dean, consider recommendations for exemption from lecture recording in University-managed lecture theatres.

**Note:** In faculties without a school structure, the roles and responsibilities of a Head of School may be taken by the Associate Dean - Education,
(10) **Unit of study co-ordinators**

(a) Each unit of study must have a named unit of study co-ordinator, appointed by the Head of School or Associate Dean - Education.

(b) The unit of study co-ordinator must:

(i) develop, implement and monitor unit of study curricula, learning activities and assessment, subject to approval by the faculty board;

(ii) align learning outcomes between a unit of study and an award course, and implement, at the unit study level, strategies and policies for educational excellence;

(iii) review unit of study curriculum design, including learning outcomes, teaching and learning activities and assessment, and, where appropriate, align with program learning goals and graduate qualities;

(iv) document and communicate the unit of study curriculum as a unit of study outline in the LMS, and make a unit description, including pre-requisites, co-requisites and assessment it available for inclusion in the faculty handbook;

(v) review assessment tasks and standards in relation to policy and report to the faculty board and the program committee;

(vi) review the academic integrity of each assessment task and the assessment matrix of the unit of study each time it is offered to eliminate or minimise the possibility of breaches of academic integrity;

(vii) design the assessment framework for the unit of study to ensure the academic integrity of each assessment in the unit as set out in the 6;

(viii) report incidents of potential academic dishonest or plagiarism in line with university policy;

(ix) gather, review and act on data on educational quality, in consultation with the unit of study team and the Head of School; administer surveys of educational experience provide reports to students and the faculty on the quality of the student experience as set out in Part 5 of this policy; and

(x) make recommendations to the faculty board, or a relevant committee of the faculty board, about changes to learning outcomes, curriculum, or assessment for a unit of study.

(xi) where teaching takes place in University-managed lecture theatres and lecture recording is not appropriate, make recommendation for exemption to the Dean or, if the Dean has so delegated, the Head of School.

(11) **Individual teachers**

(a) Educational excellence exists when teachers engage students in their learning. To this end individual teachers should:

(i) support and lead student learning of the curriculum, as specified and to the agreed standards;

(ii) prepare the educational content of units of study;

(iii) design and prepare assessment tasks as specified in the curriculum, and consistently with relevant policy;

(iv) monitor and act to support academic standards and academic integrity; and
(b) where there is more than one teacher in a unit, participate as part of the unit of study team to support the unit of study co-ordinator in his or her role and responsibilities.

(12) **Students**

(a) An essential component of educational excellence is that students gain increasing understanding of, and take responsibility for, their learning. To this end, students must:

(i) be familiar with the degree resolutions, relevant policies and other requirements for the course as set out in the faculty handbook, unit of study outline and other published guidelines; and

(ii) satisfy attendance and assessment requirements.

(b) In addition, students should participate in any evaluations of their experience, to ensure that educational excellence is monitored and improved.

25 **Documentation and communication**

(1) This part of the policy indicates appropriate standards for communicating with students and staff, managing the development of units of study, curricula and award courses, and the standards for institutional record keeping.

(2) Unit of study level standards for the provision of learning outcomes, unit of study outlines, handbook entries, and institutional record keeping requirements are:

(1) Unit of study co-ordinators together with the faculty, must provide a unit of study website on the LMS which contains, at a minimum, the unit of study outline and relevant curriculum resources.

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

(b) The LMS website must contain:

(i) an introduction and rationale for the unit;

(ii) the aims, learning outcomes;

(iii) the contribution that the aims and learning outcomes of the unit make to learning outcomes and graduate qualities for the award course;

(iv) an outline of the curriculum for the unit and a schedule of learning activities (lectures, seminars, tutorials, workshops, practicals, laboratories, online learning, field trips, work placement, independent study, other);

(v) minimum learning commitments and attendance requirements for learning activities, and guidelines on time to be allowed for private study and assessment preparation;

(vi) the assessment process, standards and criteria, including a detailed breakdown of each assessment task, its contribution to the final mark, deadlines and closing dates for submission of work;

(vii) any relevant expectations relating to group work, professionalism in work-integrated learning situations and other matters;

(viii) any penalties that apply for poor attendance, late submission;
(ix) mandatory or recommended prior learning;
(x) reference to relevant University policies, including, as a minimum procedures for Special Consideration in the Coursework Policy and Assessment Procedure, and Plagiarism and Academic Honesty;
(xi) a notification to students indicating that participation in the unit of study permits their learning analytics to be used for the purpose of improving their experience of learning;
(xii) information, where relevant, about the recording of lectures delivered and automatically captured in University-owned lecture theatres;
(xiii) the use of the text-matching tool on the University’s LMS for student text-based assignments;
(xiv) changes made to the unit as a result of student feedback and student experience from the previous time the unit was offered.

(c) Unit of study outlines may also contain, where appropriate assignment questions and assessment tasks.
(d) Changes may only be made to the nature, weighting or due date of assessment tasks after the publication of the unit of study outline in exceptional circumstances.

(e) Read-only access to LMS sites for units of study must be given to:
   (i) students;
   (ii) unit of study co-ordinators;
   (iii) all teachers and tutors in the course; and
   (iv) any others specified by the Deputy Vice-Chancellor (Education).

(f) Editing access to LMS sites for units of study must be provided to those specified by the unit of study co-ordinator.

(2) The faculty office must:
(a) communicate the unit of study curriculum as documented in the unit of study outline to relevant colleagues;
(b) communicate the unit of study curriculum to prospective students through a handbook statement that contains:
   (c) a brief description,
   (d) assessment,
   (e) pre- and co-requisites.
(f) Note: see also clause 63 of and 6(1) of the on communicating with students.

(3) The Academic Board may make course resolutions which must specify, as a minimum;
(a) the course code;
(b) attendance patterns;
(c) requirements for admission to candidature;
   (i) requirements for the award course including credit point values, units of study that may be taken for credit, mandatory units of study;
(d) Specialisations available in the award course;
(e) majors available in the award course;
(f) minors available in the award course;
(g) requirements for specialisations, majors and minors;
(h) progression rules;
(i) restrictions on enrolment;
(j) time limits, if different from those specified in the or the Faculty resolutions;
(k) cross institutional study and exchange, if not as specified in the Faculty resolutions;
(l) requirements for admission to, and for the award of honours, if available;
(m) award of the degree including grades of the degree or grades of honours that may be awarded; and
(n) Any transitional arrangements relating to the resolutions.

(4) Faculty resolutions. Subject to Academic Board approval, faculties may make, resolutions applying to all degrees within a certain category awarded by the faculty. These may include resolutions on:
(a) course enrolment, including enrolment restrictions, time limits, suspension, discontinuation and lapse of candidature and recognition of prior learning;
(b) unit of study enrolment, including cross-institutional study, international exchange,
(c) study and assessment, including attendance and participation, late submission, and arrangements, if any, for re-assessment;
(d) progression and award including satisfactory progress, awards, award and grades of honours, medals, weighted average marks used in addition to that the Coursework Policy; and
(e) transitional arrangements.

(5) The graduation statement (Australian Higher Education Graduation Statement) which shall contain, at a minimum a description of the award, any industry or professional accreditation and other relevant outcomes.

(6) The faculty must provide a degree outline for inclusion in the faculty handbook which contains at a minimum:
(a) the degree’s intended learning outcomes;
(b) the approved minimum learning commitments;
(c) the approved learning experiences;
(d) the assessment process and standards for the degree;
(e) expected prior learning.

(7) The University will publish at least annually:
(a) a handbook for each faculty, which will provide the information specified in the procedures associated with this policy;
(b) a University Calendar, which will include Rules made by Senate and Resolutions of Senate relating to faculties and award courses.
(c) faculty handbooks which must publish annually, at a minimum;
   (i) the faculty teaching calendar for the year;
(ii) a description, learning outcomes, curriculum, requirements for each award course offered by the faculty;

(iii) award course resolutions approved by the Academic Board for each award course offered by the faculty;

(iv) faculty resolutions approved by the Academic Board for each award course offered by the faculty;

(v) any local provisions in the faculty relating to University policy and procedures;

(vi) a brief description, assessment and pre-an co-requisites for each unit of study offered by the faculty; and

(vii) a description of the faculty structure, including schools, disciplines and departments.

(d) University Calendar which will publish annually, at a minimum;

(i) Rules of Senate;

(ii) Resolutions of Senate relating to faculties and award courses;

(8) The University will maintain and publish a register of all current university policies and procedures.

Note: See the Policy Register, and the University of Sydney (Policies Development and Review) Rule 2011

(9) Upon each student's graduation the University will provide each of the following documents, which will provide the information required by the procedures associated with this policy:

(a) an Australian Higher Education Graduation Statement;

(b) a student transcript; and

(c) a testamur.

PART 5 QUALITY ASSURANCE

26 Quality assurance processes

(1) Quality assurance ensures that learning outcomes at the required standards are demonstrated by students in appropriate tasks and assures that, for each learning activity, a quality learning environment exists. Quality assurance processes must be:

(a) standards driven;

(b) evidence based; and

(c) institutionally aligned.

(2) Quality is measured in terms of excellence in:

(a) educational outcomes;

(b) educational experience;

(c) educational environment.

Note: See Part 2 of this policy.
(3) Excellence in educational outcomes is measured through systematic assessment which ensures that students are achieving course learning outcomes at a high standard, and though the assessment of graduate qualities.
   (a) Associate Deans - Education and faculty boards must ensure that assessments are subject to peer feedback and periodic benchmarking.

(4) Excellence in educational experience is measured through students’ reports of their experience. Feedback should be formal and informal and captured at unit of study, major, program or degree level. University, national and international surveys should be used to collect formal feedback.
   (a) Unit of study co-ordinators, Associate Deans - Education must administer surveys of educational experience each time a unit of study is offered.
   (b) The Deputy Vice-Chancellor (Education) must implement surveys of students’ experience of their learning at a University-wide level at least annually.

(5) Excellence in educational environment is measured through students’ responses to University, national and international surveys, and targeted ad hoc assessments of learning spaces.
   (a) The Deputy Vice-Chancellor(Education) must implement surveys of educational environment at a University-wide level at least annually.

(6) At unit of study level
   (a) Standards for educational outcomes must be determined by the faculty with reference to the discipline.
      (i) These standards must be easily visible at faculty level, generated by results data, and align with awards.
      (ii) The unit of study co-ordinator must assess whether educational outcomes are meeting agreed standards, including those for academic integrity
   (b) Standards for educational experience include surveys of the student experience of learning and teaching, information about which is obtained through relevant student surveys, and, where appropriate, peer observation of teaching.
      (i) The unit of study co-ordinator must provide annual reports on students’ experience in a unit of study and feedback from surveys to students and the faculty.
   (c) Educational environment is measured in the provision of formal, informal and virtual learning spaces. Physical learning spaces are measured against:
      (i) accepted learning space standards; and
      (ii) student and teacher evaluations, including the effective use of existing resources for teaching units of study.

(7) At the curriculum level.
   (a) Educational outcomes must:
      (i) contribute to student qualifications;
      (ii) meet accreditation requirements; and
      (iii) be aligned with institutional, industry, professional and community expectations.
(b) Standards and outcomes must be determined by the faculty and managed by the faculty board or its relevant committee.

(i) Student survey results must be used to set standards and targets.

(ii) Benchmarking and aligning with standards across the faculty, and other comparable institutions, and with professional disciplinary and industry expectations, must be used to measure excellence.

(c) Educational experience is provided through a thematically coherent program. Evaluation methods include student surveys, benchmarking reports, reports from accrediting bodies, and agreed benchmarking reports.

(i) The Associate Dean - Education must provide annual reports on students' educational experience to the faculty board.

(ii) Faculty boards must provide copies of formal benchmarking reports to the Academic Board.

(iii) Deans must provide copies of accreditation reports from external organisations to the Academic Board on receipt.

(iv) The Deputy Vice Chancellor Education must provide agreed benchmarking reports to the Academic Board on receipt.

(d) The quality of the educational environment is measured by the provision of formal and informal learning spaces, where students belong to a community of scholars within discipline and degree programs. Physical learning spaces are measured against:

(i) accepted learning space standards; and

(ii) student and teacher valuations, including the effective use of existing resources.

(8) At the University level.

(a) Educational outcomes prepare the student for learning, life and work experiences, including success in accessing further study opportunities, rewarding career paths, and contribution to the community.

(b) Educational experience is acquired through engagement and enquiry which challenges students with novel problems and issues at every stage of the educational process.

(c) Educational environment is measured in terms of the provision of physical spaces and equipment, and virtual learning environments. The environment will support working together to achieve excellence.

(d) The University must evaluate the quality of outcomes experience and environment using methods which include:

(i) using study survey results to set targets and benchmarks at faculty and University level;

(ii) accreditation reports;

(iii) agreed benchmarking processes, AQF, Higher Education Standards, and professional regulatory body requirements; and

(iv) Academic Board and SEG faculty reviews.

(v) The Deputy Vice- Chancellor (Education) must monitor evaluations of the standards of educational experience and education environments and provide reports to the Senior Executive Group and the Academic Board.
(vi) The Academic Board must monitor educational excellence and, where appropriate, provide advice to the Deputy Vice Chancellor Education, the Vice Chancellor and the Senate.

(vii) The Academic Board and the SEG must provide reports of faculty reviews to the Senate.

(9) Quality assurance processes at all levels are summarised in the table set out in Schedule Two.

27 Rescissions and replacements

This document replaces the following, which are rescinded as from the date of commencement of this document:

(1) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001
(2) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001
(3) Academic Board Policy on Consultation with Students which commenced in 2008
(4) Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997
(5) Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy
(6) Flexible Student-Centred Learning in the University of Sydney Policy which commenced in 1999
(7) Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy which commenced in 2005
(8) Principles for First Year Orientation and Transition Policy which commenced in 2001
(9) Quality Assurance and Learning Management Systems Policy which commenced in 2005
(10) Research-Enhanced Learning and Teaching Policy which commenced in 2007
(11) Written and Oral Communication Skills of Students Policy which commenced in 2002
(12) Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004
### Schedule one

#### Roles and responsibilities for curriculum standards and operational aspects

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>- Be familiar with legislative and other requirements of the course as set out in the faculty handbook, unit of study outline, and other published guidelines.</td>
<td>- Participate in evaluations of their experience, to ensure that educational excellence is achieved.</td>
</tr>
<tr>
<td></td>
<td>- Satisfy attendance and assessment requirements.</td>
<td>- Encouraged to participate in the development and review of courses and units of study.</td>
</tr>
<tr>
<td><strong>Individual teachers</strong></td>
<td>- Support and lead student learning of the curriculum as specified, and to the agreed standard.</td>
<td>- Participate as part of the unit of study team (if appropriate) to support the roles and responsibilities of the unit of study co-ordinator.</td>
</tr>
<tr>
<td></td>
<td>- Design and prepare assessment tasks as specified in the curriculum and in accordance with the standards in the relevant policy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Monitor and act to ensure academic standards are met.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Educate students on academic integrity and report any breaches of academic integrity.</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Unit of study co-ordinators</td>
<td>Review the design of the curriculum of the unit of study, including learning outcomes, learning and teaching activities, and assessment, to ensure ongoing alignment against program learning goals and graduate qualities. Document and communicate the unit of study curriculum as a unit of study outline in the LMS, and ensure its availability in the faculty handbook. Review assessment tasks and standards in relation to policy and report to the faculty board and program committee. Review the academic integrity of each assessment task and the assessment matrix of the unit to eliminate or minimise the possibility of breaches of academic integrity. Unit of study co-ordinators must ensure that assessment framework in the unit of study is designed to ensure the academic integrity of each assessment in the unit as set out in the Academic Honesty and Plagiarism in Coursework Policy 2012. Act on breaches of academic integrity within a unit of study, and review the assessment framework each time the unit of study is offered to eliminate or minimise the possibility of such breaches. Recommend student assessment tasks to the faculty board and program committee. In consultation with the unit of study team and the Head of School, gather, review and act on data on educational quality.</td>
<td>Lead and co-ordinate the unit of study team to ensure quality of teaching and assessment, including reviewing, communicating and acting on data on educational quality in the unit of study.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Supervisors</td>
<td>Provide leadership, guidance and mentorship to students undertaking research projects.</td>
<td>Support the student in the research project, including providing timely feedback and advice.</td>
</tr>
<tr>
<td></td>
<td>Provide academic advice to students on the reporting of research findings in a dissertation, treatise or long essay.</td>
<td>Monitor progress within the context of the overall research plan.</td>
</tr>
<tr>
<td></td>
<td>Ensure that students are educated on, and the project is compliant with, the University’s policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.</td>
<td>Ensure the student has the necessary skills to complete the project.</td>
</tr>
<tr>
<td>Heads of school</td>
<td></td>
<td>Appoint a unit of study co-ordinator for each unit of study within the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In consultation with the unit of study co-ordinators and program committees, review reports and data on educational quality, and act in relation to staff performance and effective allocation of quality resources.</td>
</tr>
<tr>
<td>Associate Dean - Education</td>
<td>Lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty.</td>
<td>Co-ordinate teaching across the faculty to ensure excellence in educational outcomes and experience.</td>
</tr>
<tr>
<td></td>
<td>On behalf of the Dean, ensure that processes for achieving graduate outcomes through engaged enquiry are effective.</td>
<td>Review and act on data on educational quality.</td>
</tr>
<tr>
<td></td>
<td>Ensure alignment of educational standards and quality within the faculty with the University policy and strategy.</td>
<td>Ensure collegial governance, as set out in Clause 11 of this policy, in the creation and review of educational programs within the faculty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure quality of learning and teaching across the faculty as set out in Part 5 of this policy.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Dean</td>
<td></td>
<td>Have strategic oversight of faculty boards, the Associate Dean - Education and heads of school to ensure alignment with faculty strategy and operations (resources). Review and act on data relating to educational quality. Consistent with the <a href="#">Coursework Policy 2014</a>, set operational parameters for teaching and curriculum (e.g. teaching workloads, staff profile, fees, student numbers.) Ensure that arrangements exist for quality assurance of teaching and learning within the faculty as set out in Part 5 of this policy. Include, where appropriate, student representatives on standard governance committees and provide them with same information as other committee members to enable effective participation. Ensure that faculty offices maintain and update all documentation for policy and procedures relating to the faculty's academic programs, including documentation for units of study.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Faculty boards</td>
<td>Plan and implement reviews of degree curriculum design, including degree learning outcomes, degree learning experiences, and degree level assessment. This will ensure ongoing internal alignment and mapping coverage in relation to program goals, coherence, relevance and strategic fit.</td>
<td>Monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs.</td>
</tr>
<tr>
<td></td>
<td>Advise the Academic Board of any changes to degree level curricula. This may include creation, variation or deletion of courses and changes to tables of units of study.</td>
<td>May devolve their responsibilities for standards and operational matters to degree, major and program committees and to degree co-ordinators.</td>
</tr>
<tr>
<td></td>
<td>Ratify assessment results with degrees and monitor and act to ensure quality of standards and quality of assessment practices. (See the Coursework Policy 2014 and the Assessment Procedures 2011).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review and act on data on educational quality and ensure educational excellence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure academic integrity within the assessment framework of each award course at each stage of the program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor breaches of academic integrity within the faculty, review the assessment framework to eliminate or minimise the possibility of such breaches, and report breaches of academic integrity each year to the Academic Board as set out in the Academic Honesty and Plagiarism in Coursework Policy 2012.</td>
<td></td>
</tr>
<tr>
<td>Deputy Vice Chancellor Education</td>
<td></td>
<td>Ensures institutional systems and strategy to support effectively the educational mission in order to achieve excellence in outcomes, experience and environment (e.g. infrastructure, IT, curriculum frameworks, student experience).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure quality as set out in Part 5 of this policy.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Deputy Vice Chancellor Registrar</td>
<td></td>
<td>Ensures institutional systems and strategy to support effectively the education mission in relation to admission, recruitment, and administration processes.</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td>Through faculty boards, the Academic Board and the Senior Executive Group (SEG) Education Committee, reviews and acts on:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- reports of program committees, including curriculum review and assessment standards;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- data on educational quality; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- academic integrity.</td>
</tr>
</tbody>
</table>
Schedule two

Standards and methods for evaluating educational excellence

<table>
<thead>
<tr>
<th>Level</th>
<th>Standards</th>
<th>Responsibility</th>
<th>Evaluation method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit of study</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
</tr>
<tr>
<td></td>
<td>− Simple data</td>
<td>− Unit of study co-ordinator assesses that outcomes are meeting requirements, including academic integrity</td>
<td>− Student surveys</td>
</tr>
<tr>
<td></td>
<td>− Easy visibility at faculty level</td>
<td>− Faculty determines standards with reference to the discipline level</td>
<td>− University rubric to measure against graduate qualities</td>
</tr>
<tr>
<td></td>
<td>− Generated by results data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>− Determined by faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>− Alignment with award/ standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>− Graduate qualities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational experience</td>
<td>Student experience of learning and teaching</td>
<td>Educational experience</td>
<td>Educational experience</td>
</tr>
<tr>
<td></td>
<td>− Peer observation of teaching</td>
<td>− University sets agreed standards and targets</td>
<td>− Student surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Unit of study co-ordinators are responsible for providing students with feedback through the closing the loop process</td>
<td>− Results are included in report to students/ faculty</td>
</tr>
<tr>
<td>Educational environment</td>
<td>Learning space</td>
<td>Educational environment</td>
<td>Educational environment</td>
</tr>
<tr>
<td></td>
<td>− Virtual environment</td>
<td>− Standards for physical learning space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>− Formal and informal</td>
<td>− Evaluation of learning spaces</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Effective use of existing resources (to teach units of study)</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Standards</td>
<td>Responsibility</td>
<td>Evaluation method</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Curriculum/ qualification</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
</tr>
<tr>
<td></td>
<td>– Qualifications</td>
<td>– Standards and outcomes are determined by the faculty and managed by the Academic Board</td>
<td>– Student survey results are averaged over faculty-administered units of study and used to set agreed standards and targets</td>
</tr>
<tr>
<td></td>
<td>– Meet accreditation requirements</td>
<td></td>
<td>– Benchmarking and alignment with standards across the faculty, and other comparable institutions, and with professional, disciplinary and industry expectations.</td>
</tr>
<tr>
<td></td>
<td>– Alignment with institutional, industry, professional and community expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational experience</td>
<td>Thematical coherence program</td>
<td></td>
<td>Educational experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>– Student surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>– Reported to faculty board; reports made public</td>
</tr>
<tr>
<td>Educational environment</td>
<td>Formal and informal</td>
<td></td>
<td>Educational environment</td>
</tr>
<tr>
<td></td>
<td>– Community of scholars within discipline/ degree program</td>
<td></td>
<td>– Standards for physical learning space</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>– Evaluation of learning spaces</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>– Effective use of existing resources</td>
</tr>
<tr>
<td>Level</td>
<td>Standards</td>
<td>Responsibility</td>
<td>Evaluation method</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>University</td>
<td>Educational outcomes</td>
<td></td>
<td>Educational outcomes, experience and environment</td>
</tr>
<tr>
<td></td>
<td>− Graduate qualities</td>
<td></td>
<td>− Student survey results used to set targets and benchmark at faculty and University level</td>
</tr>
<tr>
<td></td>
<td>− Prepared for learning, life and work experiences</td>
<td></td>
<td>− Meets requirements for accreditation at discipline/ professional level</td>
</tr>
<tr>
<td></td>
<td>− Success in accessing further study opportunities</td>
<td></td>
<td>− Meets requirements for Australian Qualifications Framework</td>
</tr>
<tr>
<td></td>
<td>− Rewarding career paths</td>
<td></td>
<td>− Meets requirements for Higher Education Standards</td>
</tr>
<tr>
<td></td>
<td>− Contributing to the community</td>
<td></td>
<td>− Meets requirements for professional regulatory bodies e.g. Australian Health Practitioners Regulatory Authority</td>
</tr>
<tr>
<td></td>
<td>Educational experience</td>
<td></td>
<td>− Cycle of Academic Board/ SEG faculty reviews, including learning and teaching processes and practices</td>
</tr>
<tr>
<td></td>
<td>− Engagement and enquiry to challenge students with novel problems and issues at every stage of the educational process</td>
<td></td>
<td>− Meets standards set by Group of Eight (Go8) universities</td>
</tr>
<tr>
<td></td>
<td>Educational environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>− Physical spaces and equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>− Virtual learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>− Supports working together</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTES

Learning and Teaching Policy 2016

Date registered:

Date commenced:

Administrator:

Review date: [date] 2020

Rescinded documents:

(1) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001

(2) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001

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(10) Research-Enhanced Learning and Teaching Policy which commenced in 2007

(11) Written and Oral Communication Skills of Students Policy which commenced in 2002

(12) Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004

Related documents:

University of Sydney (Coursework) Rule 2014

University of Sydney (Policies Development and Review) Rule 2011

Academic Honesty and Plagiarism in Coursework Policy 2012

Code of Conduct for Students

Coursework Policy 2014
Research Code of Conduct 2013
Academic Honesty and Plagiarism in Coursework Procedures 2012
Assessment Procedures

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**AMENDMENT HISTORY**

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2 December 2015</td>
</tr>
</tbody>
</table>

*Academic Board Report of the Chair – Appendix B*
1. Program Rationale

Taylors College, in conjunction with the University of Sydney Foundation Program’s (USFP) Board of Studies, recommends the introduction of an Accelerated program that provides a pathway for international students with high academic ability. This intensive course would be long enough to ensure significant preparation of tertiary academic competencies yet short enough to be enticing as a bridging pathway to the University for high achieving students who complete their High School studies between June – August and wish to commence at the University the following year in Semester One.

The aim of the program is to provide high achieving students with an introductory course of study that assists them in moving from their school environment to that of first year university. The course consists of skilled based units that complement students’ past academic achievements and subsequently provides the means whereby they may transition to independent learners.

The mode of delivery will centre on a university tutorial approach where there is a high degree of student interaction. That is, the program is to be based on interactive learning. Students need to be sufficiently confident in order to be able to present in a credible manner in a tutorial environment. There will be an emphasis on developing generic skills such as: “personal and intellectual autonomy”, “the ability to create new knowledge and understanding through the process of research and inquiry”, “ethical, social and professional understanding”, and “communication and information literacy”. As a program that aims to prepare international students for undergraduate study, the development of these skills in our students is at the centre of our pedagogical thinking. In addition, at Taylors College our contention is that the development of these skills is integral to the academic success of our students when they get to university. These skills need to be explicitly taught, particularly given the schooling experiences of many international students.

It follows that the success of our programs should be measured by an assessment of the extent to which graduates of our programs have developed these skills. This is particularly important when one considers the skill deficits of many international students when they first arrive in Australia.

Therefore, the objective of the proposed Accelerated Program is to explicitly address these skill deficits. Our intention is that graduates of this course will be linguistically capable, confident independent thinkers prepared to meet the challenges of undergraduate study.
2. Program Description

The Course will comprise 4 units of study in discipline areas designed to develop students’ generic skills and English proficiency. The course content will be demanding but not in the traditional subject areas. The University of Sydney Board of Studies has approved the development of new subjects for the course that are skills based and that address the immediate needs of international students.

The University will also support the accelerated program with a student ambassador initiative which will be a mentoring program to run for a total of 15 weeks (including program opening and closing sessions). Initial estimate of 25 Student Ambassadors (SAs) will be selected to act in a mentoring capacity for USFP Fast Track students on a one to one basis.

Course Entry requirements:

The course will be available to applicants with results that either are just below the threshold for direct entry into the university, or are good results in a qualification that is not accepted at the University. See page 4 for detailed entry requirements.

English requirements:

IELTS 6.0 with no band score less than 5.5 for programs that have a direct entry overall IELTS cutoff score to the University of IELTS 6.5.

IELTS 6.5 with no band score less than 6.0 for programs that have a direct entry overall IELTS cutoff score to the University of IELTS 7.0 or higher.

The program format is outlined in Appendix 1.

3. Target Student Demographic

The Accelerated program will target principally students from the following markets in as bid to increase the source country diversity at Sydney University:

- Indonesia
- Vietnam
- Singapore and Malaysia
- Thailand
- Hong Kong
- Other South East Asian markets

Regional sales intelligence also indicates some interest in the following markets: Gulf region, India, Russia, Africa and limited scope in South Korea. The program is targeted at high end students, with superior academic and English marks (IELTS 6.0+) and we would tailor the academic entry qualifications for each market using local measures to calculate entry requirements that meet University of Sydney standards for that market. These entry requirements will not be coupled to a UAC schedule (ie ATAR) but rather on a market by market basis as indicated in the table below.

A much shorter, intensive course, specifically designed to prepare students for university study will be attractive to students whose academic performance is just below the entry requirements set by the University. It might also attract some students who have obtained a university place in their home country, but not in their preferred course / university.
<table>
<thead>
<tr>
<th>Country</th>
<th>Academic standard guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gulf States</td>
<td>General Secondary Education Certificate- 95% grade average in 4 best relevant academic subjects</td>
</tr>
</tbody>
</table>
| Hong Kong    | HKDSE Best of 4, aggregate of 13  
HKDSE Best of 5, aggregate of 15  
HKDSE – Hong Kong Diploma of Secondary Education - aggregate based on 5** & 5* = 6, 5 = 5, 4 = 4, 3 = 3, 2 = 2, 1 = 1.                                                                 |
| Indonesia    | SMA 3 (new system) – 8 in 4 best academic subjects and good cohort ranking  
SMA 3 (old system) – 80% average in 4 best academic subjects and good cohort ranking  
SMA - Sekolah Menengah Atas                                                                                                                                 |
| Japan        | Completion of Year 3 of senior High School (Upper Secondary School Leaving Certificate) – A average in relevant subjects                                                                                           |
| Macau        | Form 6 (English Schools) – 70% average in relevant subjects;  
Form 6 (Chinese Schools) – 75% Ave                                                                                                                                                                                     |
| Malaysia     | STPM best 3 Advanced level subjects with an aggregate of 7;  
STPM best 4 Advanced level subjects with an aggregate of 8; or  
UEC average B3  
STPM - Sijil Tinggi Pelajaran Malaysia - aggregate based on A=7, A-=6, B+=5, B=4, B-=3, C+=2, C=1                                                                                                               |
| Singapore    | 290 aggregate best 3 H2 subjects.  
Aggregate calculated based on A=120, B=100, C=80, D=60, E=40.                                                                                                                                                      |
| South Korea  | College Scholastic Ability Test (CSAT) overall grade of 309                                                                                                                                                                      |
| Taiwan       | General Scholastic Aptitude Test (GSAT) 5 subjects with an overall grade of 55                                                                                                                                                 |
| Vietnam      | Year 12 Graduation Diploma – GPA 8.0                                                                                                                                                                                             |
| Thailand     | Matayom 6 with GPA 2.6 on 4 point GPA scale.                                                                                                                                                                                      |
4. **Academic Rationale**

The following are some of the skills that we believe prospective university students need to acquire, and so they would be given great emphasis within the proposed program:

- A high level of academic achievement which will be reflected by entry requirements for the program and the content therein
- Strong linguistic skills which will be developed through a strong English component across each curriculum area.
- Time management and project management skills, especially at the commencement of a program when students can become overawed with the work expectations.
- Presentation skills, both to present a prepared piece of work, but also to present on impromptu occasions.
- An ability to discern the main ideas of a topic and to demonstrate an understanding of the context.
- To be able to offer differing opinions and to play the ‘devil’s advocate’.
- Critical thinking abilities. For example when writing an essay, students should be able to synthesise different sources into a coherent paragraph rather than simply summarise a source and provide a citation.
- To be able to ‘tune into’ lectures and not to become bogged down on individual words whereby they often miss the thrust of the overall message, argument or consideration.
- To read more, developing appropriate reading strategies including the development of better note taking skills, rather than ‘yellow highlighting’.

5. **Competitive Rationale**

Market feedback is that USFP is losing market share, particularly in South-East Asia, by not offering a fast track program aimed at strong academic students that includes a suitable midyear intake and is shorter in duration (approximately five months). Other main competitors offer an equivalent fast track program to high academic quality students who wish to articulate into the University in February.

**Pricing:**

Key competitors in this market are the University of Melbourne ($27,500) and Monash University ($24,000). Six Go8 offer a “fast track”, “intensive”, “accelerated” or “transition”, university preparation program.

Other competing fast track programs in Sydney include:

- UNSW Foundation offers a 19 week Transition Program for Chinese high school graduates (on-shore and in 8 locations across China). The entry requirement includes IELTS 6.0 with no band below 5.5. The total fee is in the range of $A17,850 in 2015 to A$18,500 in 2017.
- Kaplan China offers its Northern Consortium Universities programs in Beijing, Qingdao, Shanghai, Suzhou, Hangzhou, Changsha, Chongqing and Chengdu, and 3 new centres in Shenyang, Dalian and Changchun. This is a ‘generic’ Kaplan course as opposed to a specific university branded pathway program (and therefore not as attractive as the latter product). However they have already secured two Go8 partners in Australia: ANU and Adelaide.
- Some students who achieve the Tier 1 cut-off still do not obtain a university place; because of limited quotas in courses missing out on a first preference may mean that even second and third choices may already be filled with first preference candidates, and the student is left without securing a place.
### Market data and pricing

#### World University Rankings 2014-15: Oceania

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Location</th>
<th>Overall Score / Change Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>University of Melbourne</td>
<td>Australia</td>
<td>71.2</td>
</tr>
<tr>
<td>45 SG</td>
<td>Australian National University</td>
<td>Australia</td>
<td>66.5</td>
</tr>
<tr>
<td>60 SG</td>
<td>University of Sydney</td>
<td>Australia</td>
<td>62.7</td>
</tr>
<tr>
<td>65</td>
<td>University of Queensland</td>
<td>Australia</td>
<td>61.2</td>
</tr>
<tr>
<td>83</td>
<td>Monash University</td>
<td>Australia</td>
<td>56.9</td>
</tr>
<tr>
<td>109</td>
<td>University of New South Wales</td>
<td>Australia</td>
<td>53.7</td>
</tr>
<tr>
<td>157 SG</td>
<td>University of Western Australia</td>
<td>Australia</td>
<td>49.1</td>
</tr>
<tr>
<td>164</td>
<td>University of Adelaide</td>
<td>Australia</td>
<td>48.2</td>
</tr>
<tr>
<td>175 SG</td>
<td>University of Auckland</td>
<td>New Zealand</td>
<td>47.5</td>
</tr>
</tbody>
</table>

Of the leading nine universities in Oceania as ranked by the Times Higher Education Supplement (THES), StudyGroup has four partners in Foundation studies, ANU, University of Sydney, University of Western Australia and University of Auckland. Of these top nine universities, seven have Accelerated / Express or Transition programs. The rankings and other data are available to parents and students and will be easy points of comparison. And they are priced as follows:

- University of Melbourne: $27,500
- University of Sydney (SG): $25,500
- Monash University: $24,000
- Uni of Western Australia (SG): $21,900
- University of Auckland (SG): $21,450
- University of Queensland: $20,800
- UNSW: $17,900

To position the University of Sydney offer at or near the top of the market we feel the program needs a “selling point”, in addition to its brand reputation. This “Sydneyfication” of the offer is contained in the excellent Mentoring proposal outlined in point 6 below.
6. Mentoring program as a competitive advantage

University of Sydney Student Ambassadors as Mentors for USFP HIGH ACHIEVERS program

Program overview
- University wide mentoring program to run for a total of 15 weeks (including program opening and closing sessions).
- Initial estimate of 25 Student Ambassadors (SAs) to be selected to act in a mentoring capacity for USFP Fast Track students on a one to one basis.

Program Structure
Pre-Program
- Mentor Training - Mentors (SAs) to attend a compulsory half day training session covering roles, expectations and advice on how to manage the mentor/mentee relationship

Program
- Week 1: ‘Meet and Greet’ for all mentors and mentees. Depending on program start date, O’Week may be a suitable option. Mentor/Mentee to assign and commit to their weekly meeting times during this session. Cost to be determined by type of event e.g. breakfast of afternoon tea.
- Weeks 2-14: Mentor required to meet with mentee for 1.5 hrs per week on campus in a social capacity. $20 Coffee/Drink vouchers to be provided for each weekly meeting. Some meetings will be replaced with lecture shadowing when available.
- Week 15: Program Closing Event. All mentors and mentees to come together to celebrate a successful semester. As with ‘Meet and Greet’, costings to be determined by event type.

Budget
- Cost - Half day training (4hrs) 25 mentors = $3469 ($34.69p/hr x 4hrs = $138.76 p/mentor)
- Student Ambassadors - 25 mentors = $16,912 ($34.69p/h x 1.5hr x 13 wks = $676.45 p/mentor)
- Vouchers - 25 mentors = $6500 ($20 x 13 wks = $260p/mentor)
- Total cost (minus opening and closing events): 25 mentors = $26,881.00

Other suggestions
- Weekly email contact: All mentors to be given a standard set of pre-prepared emails that they can send out to their mentee each week. Weekly emails to focus on a different topic each week that is designed to assist mentees to become better acquainted with Uni life. The weekly email could also help with talking points for the face to face meetings.
- Review of pairings: Mentor/mentee pairings to be reviewed at week 3 to ensure that both parties are happy with how their sessions are progressing.
- Mentor Supervisor: Designated role to support mentors and ensure that they are settled and able to manage their role.
- Evaluation: Post program evaluation to be completed by both mentors and mentees.
7. University benefits

The program is advantageous insofar as it will attract a high calibre of student to the University that would otherwise have to utilise another pathway to gain entry to the institution. Currently, these students have the option of completing the standard University of Sydney Foundation Program, however with the transition program at UNSW and other Go8s offering shorter programs that enable the student in question to commence in Semester One after completing High School the previous year between June and August, the University has previously lost these quality students to other universities.

We believe there is demand for a USFP Accelerated program (16 weeks + mid semester break) that would compete with the above programs, thereby securing market share in key joint Taylors and University of Sydney markets. In this increasingly competitive marketplace, USFP needs to be more flexible and dynamic, without compromising on quality.

8. USFP Student Performance at the University of Sydney - EOY1

The following data compares the results of past USFP students entering the University for the past six years with other international and domestic students who were completing the same courses. The data depicts the level of achievement and was provided by the Planning Unit of the University.

<table>
<thead>
<tr>
<th>Year</th>
<th>USFP (%)</th>
<th>Other International (%)</th>
<th>Domestic (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>86</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td>2009</td>
<td>88</td>
<td>86</td>
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<tr>
<td>2011</td>
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<td>87</td>
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<tr>
<td>2012</td>
<td>86</td>
<td>86</td>
<td>85</td>
</tr>
<tr>
<td>2013</td>
<td>84</td>
<td>85</td>
<td>85</td>
</tr>
</tbody>
</table>

As stated by the Planning Unit, ‘there is no reason for concern about progression (or retention) rates of USFP students in their first year of study at the University of Sydney. In some cases their performance is better than that of domestic students, and is mostly equal to that of other international students.’
9. Quality Assurance - Proposed IELTS validation of USFP outcomes

Background
We understand that there are some within the University of Sydney who have concerns about the equivalence of the English levels of USFP graduates compared to students entering directly to the University of Sydney with IELTS test scores. This proposal is intended to address these concerns through a validation of USFP English grades and a cross-reference to students’ current IELTS scores.

Proposal
Advise the student body and recent alumni that Taylors College Sydney is working with the University of Sydney on a research project to validate students’ language scores in the USFP program. We invite students to volunteer for a free IELTS test. Students are advised that:

1. The test will have no bearing on their offer to the University.
2. The test is free.
3. The test is to be taken after they have their final English mark for USFP and after they have an offer from the University.

Benefit to student
1. They receive a current IELTS which is useful for employment and postgraduate study as IELTS tests are only valid for 2 years.
2. There is no cost to them; the test is free and is organised by us.

Once we have an IELTS score we correlate this to our English marks.

10. Next Stage

The program is expected to commence at least one week prior to the UNSW fast track program, to facilitate successful student entry into the University in Semester One, March 2017.
# University of Sydney High Achievers Program

## Course Format

<table>
<thead>
<tr>
<th>Duration</th>
<th>Course</th>
<th>Available Units of Study</th>
<th>Details</th>
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<tbody>
<tr>
<td>17 Weeks</td>
<td>Term 1</td>
<td>English</td>
<td>Critical reading and writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uniprep 1</td>
<td>Development of high level academic competencies*</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Two of</strong></td>
<td>Australian History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities 1 (Aus History)</td>
<td>Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities 2 (Literature)</td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities 3 (Sociology)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science Practicum</td>
<td>Suitable for Science/Engineering/Health Science students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 2</td>
<td>English</td>
<td>Units continue from Term 1</td>
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<td></td>
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<td>Science Practicum</td>
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<tr>
<td></td>
<td></td>
<td>Advanced Mathematics</td>
<td></td>
</tr>
<tr>
<td>Brand</td>
<td>Key Market/s and or students</td>
<td>Product</td>
<td>Current 2015 Price (AUD)</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
<td>---------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>USFP</td>
<td>China Established markets: Hong Kong, South Korea, Malaysia, Singapore, Vietnam</td>
<td>Foundation (Standard)</td>
<td>$28,500.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foundation (Intensive)</td>
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<td></td>
<td></td>
<td>Foundation (Extended)</td>
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<td>TELP</td>
<td>$495 pw</td>
<td>12 wks</td>
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<tr>
<td>UNSW</td>
<td>China They are doing very well with Indonesia</td>
<td>Foundation (Standard)</td>
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<td></td>
<td></td>
<td>Foundation (Standard Plus)</td>
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<td></td>
<td></td>
<td>Transition program</td>
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<td></td>
<td></td>
<td>English</td>
<td>$4,900.00</td>
</tr>
<tr>
<td>Brand</td>
<td>Key Market(s) and/or students</td>
<td>Product</td>
<td>Current 2015 Price (AUD)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------</td>
<td>------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>UTS</td>
<td>In-search</td>
<td>Foundation (Standard)</td>
<td>$28,500.00</td>
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<td></td>
<td></td>
<td>Accelerated Foundation</td>
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<td>SIBT</td>
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<td>Diploma</td>
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<td>Advanced Diploma</td>
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<td>Trinity College</td>
<td>China, India, Indonesia, Vietnam, Korea (?)</td>
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<td></td>
<td>Foundation (Standard Plus)</td>
<td>$32,600.00</td>
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<tr>
<td></td>
<td></td>
<td>Foundation (Fast track)</td>
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<tr>
<td></td>
<td></td>
<td>Foundation (Accelerated)</td>
<td>$27,500.00</td>
</tr>
<tr>
<td>Brand</td>
<td>Key Market/s and or students</td>
<td>Product</td>
<td>Current 2015 Price (AUD)</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------</td>
<td>-----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Monash College</td>
<td></td>
<td>Foundation (Standard)</td>
<td>$24,000.00</td>
</tr>
<tr>
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<td></td>
<td>Foundation (Intensive)</td>
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</tr>
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<td>Foundation (Extended)</td>
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<td>ANU College</td>
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<td>Foundation (Extended)</td>
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</tr>
<tr>
<td>Bradford College</td>
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<td>Foundation Standard</td>
<td>$23,200 (International Students) $15,560 (Domestic Students)</td>
</tr>
<tr>
<td>Bond College</td>
<td></td>
<td>Foundation</td>
<td>$20,096.00</td>
</tr>
</tbody>
</table>

\*Main competitor*
9.1 2016 Semester Dates

9.1.1 Faculty of Medicine
On behalf of the Faculty of Medicine, the Dean recommends the variation of the semester and vacation dates for 2016 as set out in the report presented. These variations have been endorsed by the Dean’s Advisory Committee.

Recommendation
That the Academic Board approve the request from the Faculty of Medicine to amend its semester dates for 2016 with immediate effect, as set out in the report presented.

9.1.2 Sydney Conservatorium of Music
At the meeting of the Sydney Conservatorium College Board held on 22 October 2015, the Board unanimously endorsed the amended calendar for 2016 as set out in the report attached.

Recommendation
That the Academic Board approve the request from the Sydney Conservatorium of Music to amend its semester dates for 2016 with immediate effect, as set out in the report presented.
9.1.1 2016 Semester Dates: Faculty of Medicine
### 9.1.2 2016 Semester Dates: Sydney Conservatorium of Music

<table>
<thead>
<tr>
<th>Week</th>
<th>Sydney Conservatorium of Music</th>
<th>Conservatorium Open Academy</th>
<th>School Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26 Dec: New Year’s Day</td>
<td>Non-teaching period</td>
<td>School holidays</td>
</tr>
<tr>
<td>2</td>
<td>1 Jan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4 Jan</td>
<td>Non-teaching period</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>11 Jan</td>
<td>Non-teaching period</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>18 Jan</td>
<td>Non-teaching period</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>25 Jan; 26 Jan: Australia Day</td>
<td>Non-teaching period</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1 Feb</td>
<td>Non-teaching period</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8 Feb</td>
<td>Non-teaching period</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>15 Feb</td>
<td>Non-teaching period</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>22 Feb</td>
<td>Deferred Semester 2, 2015</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>CMC Recital</td>
<td>23 Feb: Learning &amp; Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Colloquium</td>
<td>24 Feb: Research Showcase &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Workshops</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1 Apr</td>
<td>Semester 1 begins</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>7 Mar</td>
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<td></td>
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<tr>
<td>14</td>
<td>14 Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>21 Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>28 Mar Good Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>5 Apr</td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>11 Apr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>18 Apr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>25 Apr ANZAC Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>2 May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>9 May</td>
<td>Special Projects Week*</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>16 May</td>
<td>College Board (boc)</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>23 May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>30 May</td>
<td>3 Jun: Classes end</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>6 Jun</td>
<td>Study Week</td>
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<td></td>
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<td>Individual / lessons /</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Performance Exams</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>13 June</td>
<td>Queen’s Birthday</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>17 Jun</td>
<td>U/B Written Examinations</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>25 Jun; Semester 1 begins</td>
<td>Performance Exams</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td>27 June: Non-teaching period</td>
<td></td>
</tr>
</tbody>
</table>

* During each Special Projects Week there will be a cessation of academic classes. A Deferral of results is subject to written approval. See Faculty Resolutions.
## Semester 2

<table>
<thead>
<tr>
<th>Sydney Uln. Weeks</th>
<th>Week beginning</th>
<th>Sydney Conservatorium of Music</th>
<th>Conservatorium Open Academy</th>
<th>School Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 July</td>
<td>25 July</td>
<td>A/CC Common Week</td>
<td>Semi-tening period</td>
<td>School holidays</td>
</tr>
<tr>
<td>11 July</td>
<td>1 Aug</td>
<td>Non-tening period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Jul</td>
<td>8 Aug</td>
<td>Deferred Semester 1, 2015</td>
<td>Rehearsal</td>
<td></td>
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<tr>
<td></td>
<td>15 Aug</td>
<td>18 Jul: Short Courses Win Term, Term 3 begins</td>
<td>Pay at the Con Term 3 begin</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>22 Aug</td>
<td>30 Jul: Rising Stars Term 3, Kids at the Con Term 3 begin</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>29 Aug</td>
<td>27 Aug: Open Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>5 Sept</td>
<td>31 Aug: HECS Census deadline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10 Sep</td>
<td>10 Sep: Short Courses Win Term, Pay at the Con Term 3 end</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>12 Sept</td>
<td>17 Sep: Rising Stars Term 3, Kids at the Con Term 3 end</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19 Sept</td>
<td>23 Sept: Term 3 ends</td>
<td></td>
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<tr>
<td></td>
<td>26 Sept</td>
<td>A/CC Common Week: Non-tening week</td>
<td></td>
<td>School holidays</td>
</tr>
<tr>
<td>10</td>
<td>3 Oct</td>
<td>Special Projects Week 2 *</td>
<td>College Board (TBC)</td>
<td>School holidays</td>
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<td>11</td>
<td>10 Oct</td>
<td>10 Oct: Short Courses Spr Term, Pay at the Con Term 4 begin</td>
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<tr>
<td></td>
<td>15 Oct</td>
<td>15 Oct: Rising Stars Term 4, Kids at the Con Term 4 begin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>17 Oct</td>
<td>17 Oct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>24 Oct</td>
<td>28 Oct: Classes end</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>31 Oct</td>
<td>Study Week</td>
<td>Individual/makeup lessons and Performance Exams</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>7 Nov</td>
<td>U/Syd Written Examination</td>
<td>Performance Exams</td>
<td></td>
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<tr>
<td>16</td>
<td>14 Nov</td>
<td>U/Syd Written Examinations cont. Performance Exams</td>
<td>19 Nov: Short Course Spr Term end</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>21 Nov</td>
<td>Deferred Semester 2 Rehearsal</td>
<td>Performance Exams (TBC)</td>
<td>26 Nov: Rising Stars Term 4, Kids at the Con Term 4 end</td>
</tr>
<tr>
<td>18</td>
<td>28 Nov</td>
<td>Non-tening period</td>
<td>Auditions Week 1 (28 Nov-2 Dec)</td>
<td>3 Dec: Pay at the Con Term 4 end</td>
</tr>
<tr>
<td></td>
<td>5 Dec</td>
<td>Non-tening period</td>
<td>Auditions Week 2 (5 Dec-9 Dec)</td>
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<tr>
<td></td>
<td>12 Dec</td>
<td>Non-tening period</td>
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<tr>
<td></td>
<td>19 Dec</td>
<td>Non-tening period</td>
<td></td>
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<td></td>
<td>25 Dec</td>
<td>Christmas Day</td>
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</tbody>
</table>

* During each Special Projects Week there will be a cessation of academic classes. A deferral of reclass is subject to written approval. See Faculty Resolutions.

Subject to Academic Board approval (2 December 2015)
10.2 Report of the Admissions Committee meeting held on 11 November 2015

The Admissions Committee met at 10am on Wednesday, 11 November 2015, when there were present: Professor J Hanrahan (Chair), Professor T Carlin, Ms L Carmichael, Ms J Chambers, Associate Professor R Cooper, Mr K Ghezel, Mr C Jones, Ms F Kiernan, Associate Professor P McCallum, Mr B Nelson, Associate Professor T Wilkinson and Ms K Wylie.

The agenda papers for this meeting are available from the Committee’s website: http://sydney.edu.au/ab/committees/admissions/admissions_agendas.shtml

10.2.1 Dux Entry Scheme

The Committee endorsed changes to the Coursework Policy 2014 to formalise the Dux Entry Scheme as an alternative admission pathway to the University, as approved in-principle at the Committee’s meeting of 4 February 2015. The proposed changes are set out in the report presented.

Recommendation

That the Academic Board approve the proposed amendment to the Coursework Policy 2014, with immediate effect, as set out in the report presented.

10.2.2 Prerequisites for Admission

The Committee endorsed the introduction of HSC 2 Unit Mathematics as an admission prerequisite to specified undergraduate degree programs, as set out in the report presented. It is proposed that this prerequisite come into effect in the Semester 1 2019 admission round, which necessitates publicising the requirement in the 2016 UAC Year 10 Guide to allow current school students to appropriately prepare for admission to the University in 2019.

Recommendation

That the Academic Board approve the introduction of HSC 2 Unit Mathematics as an admission prerequisite to specified undergraduate degree programs, with effect from 1 January 2019, as set out in the report presented.

10.2.3 Faculty Admission Requirements

10.2.3.1 Faculty of Dentistry

(1) Bachelor of Oral Health

The Faculty of Dentistry is proposing to amend the language requirements for admission to the Bachelor of Oral Health, as set out in the report presented.

Recommendation

That the Academic Board:

(1) approve the proposal from the Faculty of Dentistry to amend the English language requirements for admission to the Bachelor of Oral Health;

(2) approve the amended course resolutions arising from the proposal; and

(3) approve the amendment of the schedule of Undergraduate English Language Requirements arising from this proposal with effect from 1 January 2017, as set out in the report presented.

(2) Doctor of Dental Medicine

The Faculty of Dentistry is proposing to amend the language requirements for admission to the Doctor of Dental Medicine, as presented.

Recommendation

That the Academic Board:

(1) approve the proposal from the Faculty of Dentistry to amend the English language requirements for admission to the Doctor of Dental Medicine; and
(2) approve the amendment of the schedule of Postgraduate English Language Requirements arising from this proposal with effect from 1 January 2017, as set out in the report presented.

10.2.3.2 Faculty of Medicine: Doctor of Medicine

The Faculty of Medicine is proposing to amend the language requirements for admission to the Doctor of Medicine, as presented.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Medicine to amend the English language requirements for admission to the Doctor of Medicine; and
(2) approve the amendment of the schedule of Postgraduate English Language Requirements arising from this proposal with effect from 1 January 2017, as set out in the report presented.

10.2.4 Proceedings of the Committee

The Committee also:
• noted the report of the Academic Board meeting of 28 October 2015;
• received a verbal report form the Deputy Vice-Chancellor (Registrar) on admissions-related activities; and
• thanked Associate Professor McCallum for his valuable contributions to the Committee during his tenure as Chair of the Academic Board.

Recommendation
That the Academic Board note the proceedings of the Admissions Committee meeting held on 11 November 2015, as set out in the report presented.
10.2.1 Dux Entry Scheme

It is proposed to endorsed changes to the Coursework Policy 2014 to formalise the Dux Entry Scheme as an alternative admission pathway to the University, as approved in-principle at the Committee’s meeting of 4 February 2015, as set out below.

Coursework Policy

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 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, and the Cadigal Program and the Dux Entry 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 Dux Entry 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 17: For paragraph (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 18: For paragraph (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  Dux Entry Scheme

(1) The University recognises that being named dux of a school shows leadership and is a profound academic achievement in itself. In recognition of this, a school dux may be admitted to a course with an ATAR below that required for normal admission to that course.

(2) Dux entry for specified courses is available to domestic and international applicants who:
   (a) are eligible current school leavers attending a school listed in S4.9, including applicants who hold an International Baccalaureate;
   (b) are nominated by their school principal or nominee as dux of the school; and
   (c) have an ATAR or ATAR equivalent that lies below the previous year’s ATAR cut-off for that course.

(3) The Dux entry scheme comprises two components:
   (a) nomination of the applicant as dux by the school principal or nominee; and
   (b) a guaranteed entry ATAR or equivalent, lying between the previous year’s ATAR cut-off and a lower limit that is not less than the Minimum Entry Score of that course.

Admissions Schemes Schedule
S4.9 In order to be eligible for the Dux Entry Scheme, an applicant must be attending one of the following schools in the year prior to commencement:
• Any secondary school registered with the NSW Department of Education.
10.2.2 Prerequisites for Admission

Introduction of Mathematics prerequisites

Background
Numerous papers have appeared before this committee identifying the problem of students who are not properly prepared for their courses, because they have not taken a sufficiently high level of mathematics at school. There is a clear correlation in many of our courses between the level of mathematics studied and student success. We propose to lead the State by introducing Mathematics prerequisites for a number of our courses.

Proposal
It is proposed to begin by introducing prerequisites for those courses that already have Mathematics, HSC Mathematics Extension 1 or HSC Mathematics Extension 2 listed as “assumed knowledge”. This will send a strong message to schools and students while being uncontroversial in the choice of subjects. See the Attachment 1 for a full list of the courses proposed to include Mathematics as a prerequisite.

It is proposed to set the minimum requirement at HSC Band 4. This is assigned to marks in the 70-79 range and generally includes the average mark for the course, which is usually in the mid-70s.

It is also proposed to provide a pathway for applicants whose school does not offer Mathematics.

Timeline
The courses will be listed with the relevant Mathematics prerequisites in the 2016 UAC Year 10 Guide. This will be distributed to schools in May 2016, giving the students and schools time to prepare before the students select their HSC courses.

The prerequisites will apply to admissions for 2019.

Recommendations
That the courses listed in Attachment 1 prescribe a band 4 in Mathematics as a prerequisite for entry from 2019.

That any future courses that would be normally expected to specify “assumed knowledge” of Mathematics, HSC Mathematics Extension 1 or HSC Mathematics Extension 2 prescribe a band 4 in Mathematics as a prerequisite for entry.

That other courses with particular HSC subjects as assumed knowledge may introduce those as prerequisites for 2019, provided that this is done in time for inclusion in the 2016 UAC Year 10 guide, by 1 March 2016.

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1 See, for example, http://sydney.edu.au/ab/committees/admissions/2013/MathSciNSWHSCbyGender.pdf
2 Mathematics: previously called 2 Unit Mathematics. Unlike Mathematics General, Mathematics includes the study of calculus.
Attachment 1: Courses to include Mathematics as a prerequisite

B Economics
B Economics/D Medicine
B Arts/B Economics
B Commerce
B Commerce (Liberal Studies)
B Commerce/B Arts
B Commerce/B Science
B Commerce/D Medicine
B Education (Secondary: Mathematics)/B Science
B Education (Secondary: Science)/B Science
B Advanced Engineering Honours Program
B Engineering Honours (Aeronautical)
B Engineering Honours (Mechanical)
B Engineering Honours (Mechatronic)
B Engineering Honours (Space Engineering major)
B Engineering Honours (Chemical and Biomolecular)
B Engineering Honours (Civil)
B Engineering Honours (Electrical)
B Engineering Honours (Software)
B Engineering Honours (Flexible first year)
B Engineering Honours (Biomedical)
B Engineering Honours/Commerce
B Engineering Honours/B Design Architecture
B Engineering Honours/Science
B Engineering Honours/Arts
B Engineering Honours/Project Management
B Engineering Honours/Medical Science
B Engineering Honours/Music Studies
B Information Technology/Commerce
B Information Technology/Medical Science
B Information Technology/Science
B Science/M Nursing
B Medical Science
B Psychology
B Science
B Science (Advanced)
B Science (Advanced Mathematics)
B Science/B Arts
B Science (Advanced) or B Medical Science/D Medicine
B Science (Advanced) or B Medical Science/D Medicine (ATSI)
B Science/D Dental Medicine
B Science/M Nutrition & Dietetics
B Veterinary Biology/D Veterinary Medicine
B Animal & Veterinary Bioscience
B Music Studies/D Medicine
B Pharmacy
Attachment 2: Other courses with Mathematics as assumed knowledge

B Science in Agriculture
B Environmental Systems
B Food and Agribusiness
B Design in Architecture
B Design Computing
B Architecture & Environments
B Project Management/B Arts
B Project Management
B Computer Science and Technology
B Computer Science and Technology (Advanced)
B Information Technology
B Applied Science (Diagnostic Radiography)
B Applied Science (Exercise Physiology)
B Applied Science (Exercise & Sport Science)
B Applied Science (Exercise & Sport Science)/M Nutrition & Dietetics
1. Name of award course
   Bachelor of Oral Health BUORAHEA-01

2. Purpose of proposal
   To align the English language requirements of this program with those of the Australian Health Practitioners Regulation Agency so that international postgraduate candidates are able to undertake clinical education.

3. Details of amendment
   Change from:
   3. 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 provisions exist for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people, as may be granted by the Dean. 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.

   Change to:
   Proposal: to substitute deleted sentence above with the sentence below:
   The minimum English requirement at IELTS (academic module) is 7.0 overall and a minimum result of 7.0 in each band.

   3. 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. The minimum English requirement at IELTS (academic module) is 7.0 overall, and a minimum result of 7.0 in each band. Special admission provisions exist for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people, as may be granted by the Dean. 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.

4. Transitional arrangements
   None. This change will only affect new candidates from 2017 onwards

5. Other relevant information

6. Signature of Dean

2 December 2015
Academic Board Report of the Admissions Committee – Appendix D

10.2.3.1(2) Faculty of Dentistry: Doctor of Dental Medicine

Minor Course Amendment Proposal

Faculty: Dentistry

Contact person: Jackie Williamson or Dr. Delyse Leadbeatter

1. Name of award course
   Doctor of Dental Medicine Code MADNTLMD-01

2. Purpose of proposal
   To align the English language requirements of this program with those of the Australian Health Practitioners Regulation Agency so that International postgraduate candidates are able to undertake clinical education.

3. Details of amendment
   Change from:
   (f) demonstrated English language proficiency (a minimum score of at least 7.0, and at least 6.0 in each category).

   Change to:
   The minimum English requirement at IELTS (academic module) 7.0 overall and a minimum result of 7.0 in each band.

4. Transitional arrangements
   None. This change will only affect new candidates from 2017 onwards

5. Other relevant information

6. Signature of Dean

2 December 2015
Minor Course Amendment Proposal

Faculty: Medicine
Contact person: Lily Lee

1. Name of award course
   Doctor of Medicine

2. Purpose of proposal
   To align the English language requirements of this program with those of the Australian Health Practitioners Regulation Agency (AHPRA) so that candidates from non-English speaking backgrounds are able to undertake clinical education and to meet the English language skills registration standard for medical practitioners.

3. Details of amendment
   Change from: IELTS: A minimum result of 6.5 overall and a minimum result of 6.0 in each component.

   Change to: The minimum English requirement at IELTS (academic module) 7.0 overall and a minimum result of 7 in each component.

4. Transitional arrangements
   No. This change will only affect new candidates from 2017 onwards.

5. Other relevant information

6. Signature of Dean

2 December 2015
AGENDA ITEM 10

Report of the Undergraduate Studies Committee

11.2 Report of the Undergraduate Studies Committee meeting held on 18 November 2015

The Committee met on 18 November 2015, when there were present: Associate Professor S Cattle (Chair), presiding, Ms C Angeloni (on behalf of Mr K Blakeney), Dr J Bloomfield, Dr R Cooper, Dr W Cotton, Dr W Davis, Mr A Lavery, Associate Professor P McCallum, Dr T Newsome, Associate Professor Kate O’Loughlin and Associate Professor L Smith.  

The agenda for this meeting is available from the Committee’s website: http://sydney.edu.au/ab/committees/UG_studies/UG_studies_agendas.shtml

11.2.1 Proposals for new and amended undergraduate courses

11.2.1.1 Faculty of Architecture, Design and Planning: Bachelor of Design in Architecture (Honours) / Master of Architecture

E6-E12

A proposal was received from the Faculty of Architecture, Design and Planning to combine two existing programs, the Bachelor of Design in Architecture, and the Master of Architecture. Honours will be embedded within the existing elective framework of the programs, and therefore does not impact on professional accreditation. The strategic purpose for the proposal is to:

- attract high achieving school leavers and non-recent school leavers;
- increase the number of students undertaking Honours, both to increase the number of potential HDR candidates, and the career pathways of students with an aptitude for research;
- improve the Faculty’s strategic positioning in relation to local competitors.

The Committee endorsed the proposal subject to minor amendments.

Recommendation

That the Academic Board:

(1) approve the proposal from the Faculty of Architecture, Design and Planning to introduce the Bachelor of Design in Architecture (Honours) / Master of Architecture;
(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 Certificate in the Faculty of Architecture, Design and Planning; and
(3) approve the amendment of the Faculty Resolutions and the introduction of course resolutions arising from this proposal with effect from 1 January 2017, as set out in the report presented.

11.2.1.2 Sydney College of the Arts: Bachelor of Visual Communication

E13-E15

A proposal was received from the Sydney College of the Arts to introduce a new course, the Bachelor of Visual Communication. The Bachelor of Visual Communication (BVC) aims to create graduates who are able to work competently across a range of platforms and become the future creative innovators in the profession. BVC graduates will be equipped with high level creative and conceptual skills necessary for a broad range of employment, freelance and contracting opportunities in visual communication industries. The Committee endorsed the proposal subject to minor amendments.

Recommendation

That the Academic Board:

(1) approve the proposal from the Sydney College of the Arts to introduce the Bachelor of Visual Communication;
(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 Certificate in the Sydney College of the Arts; and
(3) approve the amendment of the Faculty Resolutions and the introduction of course resolutions arising from this proposal with effect from 1 January 2017, as set out in the report presented.
11.2.2 Minor course amendment proposals

11.2.2.1 University of Sydney Business School: Bachelor of Commerce (and combined programs)  

A proposal was received from the Business School to amend the Bachelor of Commerce (and combined programs). Student feedback on the core of the Bachelor of Commerce included criticism of perceived repetition in the content of the existing core, a lack of connection of some core units to majors, lack of cohesion across some units due to multiple lecturers and themes and a lack of connection of some core units with career development. A lack of understanding of the content and focus of core units across the units teaching into the program was also identified.

As such, changes were suggested to the structure and content of the core resulting in one core unit in each year of the Bachelor of Commerce; substantially reworked content in the first and third year core units; and a new second year core unit focussed on career skills. These changes will create minimal disruption to students’ progression (and no impact on accreditation pathways) and also allows more flexibility in the first year of the program, providing enhanced opportunity to begin to explore a major at this point. Introducing a core unit focussing on career skills in the second year is well timed for students who can apply the skills gained in the unit in their applications for graduate positions, a process which is typically underway late in the penultimate year of the degree.

Recommendation  
That the Academic Board:  
(1) approve the proposal from the Business School to amend the Bachelor of Commerce (and combined programs); and  
(2) approve the amendment to the course resolutions arising from this proposal  
with effect from 1 January 2017, as set out in the report presented.

11.2.2.2 Faculty of Engineering and Information Technologies

(1) Bachelor of Engineering Honours, Bachelor of Engineering Honours combined degrees  

A proposal was received from the Faculty of Engineering and Information Technologies. The faculty proposes to make some minor changes to resolutions to ensure there are proper resolutions in place to cover changes of streams and majors within the new Bachelor of Engineering Honours structure approved earlier this year. None of these changes impact on student progression so no transitional or special arrangement are required. The Committee endorsed the proposal subject to minor amendments.

Recommendation  
That the Academic Board:  
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours, Bachelor of Engineering Honours combined degrees and the Faculty Resolutions; and  
(2) approve the amendment of the Faculty Resolutions and course resolutions arising from this proposal  
with effect from 1 January 2016, as set out in the report presented.

(2) Bachelor of Computer Science and Technology, Bachelor of Computer Science and Technology (Advanced), Bachelor of Information Technology  

A proposal was received from the Faculty of Engineering and Information Technologies to increase the minimum requirement for 3000 level units in the Bachelor of Computer Science and Technology, the Bachelor of Computer Science and Technology (Advanced) and Bachelor of Information Technology from 36 credit points to 42 credit points. It is further proposed to increase the minimum requirement of 3000 level or higher units of study in the Bachelor of Information Technology from 84 credit points to 90 credit...
The Committee endorsed the proposal subject to minor amendments.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Computer Science and Technology, Bachelor of Computer Science and Technology (Advanced) and Bachelor of Information Technology; and
(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

11.2.2.3 Faculty of Health Sciences

(1) Bachelor of Applied Science (Physiotherapy) Pass and Honours
A proposal was received from the Faculty of Health Sciences relating to the Bachelor of Applied Science (Physiotherapy) Pass and Honours. In 2012, Academic Board approved a proposal to amend the Bachelor of Applied Science (Physiotherapy) Pass and Honours. The course proposal included a number of units titled 'Elective Studies' in Year 3 and 4 of the curriculum. According to the Faculty, it has become apparent that the 'Elective Studies' units were treated as core units for the purpose of the course proposal – and this was reflected in the course resolution requiring students to complete 192 credit points of 'core units'. However, this resolution is in disagreement with the intention of the 'Elective Studies' units, which were to allow opportunities for choice of elective content in Year 3 and Year 4 of the program.

As Year 3 and Year 4 have been implemented during 2015 and 2016, the 'Elective Studies' units have been interchanged with a selection of elective units. As such, a minor amendment is proposed to the Requirements for Award listed in the Course Resolutions, to bring these requirements in line with both the intention of the original proposal, and with current practice.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Physiotherapy) Pass and Honours degrees; and
(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2017, as set out in the report presented.

(2) Bachelor of Applied Science (Exercise and Sport Science), Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics, Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Speech Pathology), Bachelor of Health Sciences
A proposal has been received from the Faculty of Health Sciences seeking to update the ‘Assumed Knowledge and Special Entry Requirements’ for the above listed courses, as referenced in clause 49 of the Coursework Policy 2014, for undergraduate courses in Health Sciences. The amendments are to correct transcription error in the document, to bring the approved schedule in line with updated details in other published documents (including the UAC Guide), and to streamline information provided to prospective students, to ensure the most important subjects are communicated clearly. At the Committee’s request, this proposal was also circulated to the Admissions Committee for noting following the meeting.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Health Sciences to amend the assumed knowledge and special entry requirements for the
(2) approve the amendment of the schedule of assumed knowledge and special entry requirements arising from this proposal with effect from 1 January 2017, as set out in the report presented.

(3) Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy), Bachelor of Applied Science (Speech Pathology)

A proposal was received from the Faculty of Health Sciences seeking to update the Flexible Entry Scheme Criteria, as referenced in clause 26 of the Coursework Policy 2014, for undergraduate courses in Health Sciences. The proposed amendment is intended to communicate more realistic expectations relating to Flexible Entry to undergraduate courses in the Faculty of Health Sciences, reflecting the consistently high demand and high academic standards required for admission to these courses. At the Committee’s request, this proposal was also circulated to the Admissions Committee for noting following the meeting.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Health Sciences to amend the Flexible Entry Scheme Criteria for the Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy), Bachelor of Applied Science (Speech Pathology); and
(2) approve the amendment of the schedule of flexible entry scheme criteria arising from this proposal with effect from 1 January 2017, as set out in the report presented.

11.2.2.4 Faculty of Nursing and Midwifery: Bachelor of Arts/Master of Nursing, Bachelor of Science/Master of Nursing, Bachelor of Health Science/Master of Nursing

A proposal has been received from the Sydney Nursing seeking an amendment to the progression rules for the Bachelor of Arts / Master of Nursing, Bachelor of Science/Master of Nursing and the Bachelor of Health Science/Master of Nursing.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Arts / Master of Nursing, Bachelor of Science/Master of Nursing and the Bachelor of Health Science/Master of Nursing; and
(2) approve the amendments to the course resolutions arising from this proposal with effect from 1 January 2016 as set out in the report presented.

11.2.2.5 Sydney College of the Arts: Faculty Resolutions

A proposal was received from the Sydney College of the Arts. The proposal is intended to amend section 1(3) of the Faculty resolutions to bring it in line with the Coursework Rule that stipulates maximum period for suspension and recently removed restriction on suspension in the BVA (Honours) resolutions. The proposal also seeks to amend section 13 (1) WAM calculation formula according to AF mark range in the Schedule 1 of the Coursework Policy. The Committee endorsed the proposal subject to amending the term ‘Coursework Rule’ to ‘Coursework Policy 2014’, which was done following the meeting.
Recommendation
That the Academic Board:
(1) approve the proposal from the Sydney College of the Arts to amend the requirements for suspension, discontinuation and lapse of candidature, credit for previous study and WAM calculations; and
(2) approve the amendments to the Faculty Resolutions arising from this proposal with effect from 1 January 2016 as set out in the report presented.

11.2.3 Honours Data 2014
The Chair of the Undergraduate Studies Committee has produced the attached snapshot of honours data based on 2014 results.

Recommendation:
That the Academic Board note the Honours Data for 2014.

11.2.4 Proceedings of the Committee
The Undergraduate Studies Committee also:
- noted the report of the Academic Board meeting of 28 October 2015, as set out in the report presented;
- provided in-principle support of the draft Learning and Teaching Policy;
- provided in-principle support for the Education Strategy paper ‘A Distinctive Undergraduate Education: Next Steps’;
- noted the USC meeting dates for 2016;
- noted that the current membership of the Undergraduate Studies Committee would expire on 31 December 2015;
- thanked the outgoing Chair Professor Stephen Cattle for his service to the Committee.

Recommendation:
That the Academic Board note the above report on the Committee proceedings.
11.2.1.1 Faculty of Architecture, Design and Planning: Bachelor of Design in Architecture (Honours) / Master of Architecture

1. Degrees, diplomas and certificates of the Faculty of Architecture, Design and Planning.

(1) With the exception of the Doctor of Science in Architecture and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Architecture, Design and Planning. The Doctor of Science in Architecture and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2016. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
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</thead>
<tbody>
<tr>
<td>CA002</td>
<td>Doctor of Science in Architecture</td>
<td>DScArch</td>
<td>Published Work</td>
</tr>
<tr>
<td>CB000</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>CC082</td>
<td>Master of Philosophy (Architecture)</td>
<td>MPhil(Arch)</td>
<td>Research</td>
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<td>CC050</td>
<td>Master of Architectural Science</td>
<td>MArchSci</td>
<td>72</td>
</tr>
<tr>
<td>CC150</td>
<td>Master of Architecture</td>
<td>MArch</td>
<td>96</td>
</tr>
<tr>
<td>CC033</td>
<td>Master of Heritage Conservation</td>
<td>MHeritCons</td>
<td>72</td>
</tr>
<tr>
<td>CC055</td>
<td>Master of Interaction Design and Electronic Arts</td>
<td>MIDEA</td>
<td>72</td>
</tr>
<tr>
<td>CC151</td>
<td>Master of Interaction Design and Electronic Arts (Specialisation)</td>
<td>MIDEA</td>
<td>96</td>
</tr>
<tr>
<td>CC034</td>
<td>Master of Urban and Regional Planning</td>
<td>MURP</td>
<td>72</td>
</tr>
<tr>
<td>CC035</td>
<td>Master of Urban Design</td>
<td>MUrbanism</td>
<td>96</td>
</tr>
<tr>
<td>CH020</td>
<td>Bachelor of Design in Architecture*</td>
<td>BDesArch</td>
<td>144</td>
</tr>
<tr>
<td>CH024</td>
<td>Bachelor of Architecture &amp; Environments*</td>
<td>BArchEnv</td>
<td>144</td>
</tr>
<tr>
<td>CH009</td>
<td>Bachelor of Design Computing*</td>
<td>BDesComp</td>
<td>144</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study
^may be awarded with honours in an integrated program

3. Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH023</td>
<td>Bachelor of Design in Architecture* / Bachelor of Laws*</td>
<td>BDesArch/LLB</td>
<td>240</td>
</tr>
<tr>
<td>HH046</td>
<td>Bachelor of Engineering^/ Bachelor of Design in Architecture*</td>
<td>BE(Civil)/BDesArch</td>
<td>240</td>
</tr>
<tr>
<td>TBC</td>
<td>Bachelor of Design in Architecture (Honours) / Master of Architecture</td>
<td>BDesArch(Hons) / MArch</td>
<td>240</td>
</tr>
</tbody>
</table>

4. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF050</td>
<td>Graduate Diploma in Architectural Science</td>
<td>GradDipArchSci</td>
<td>48</td>
</tr>
<tr>
<td>CF033</td>
<td>Graduate Diploma in Heritage Conservation</td>
<td>GradDipHeritCons</td>
<td>48</td>
</tr>
<tr>
<td>CF0565</td>
<td>Graduate Diploma in Interaction Design and Electronic Arts</td>
<td>GradDipDEA</td>
<td>48</td>
</tr>
<tr>
<td>CF034</td>
<td>Graduate Diploma in Urban and Regional Planning</td>
<td>GradDipURP</td>
<td>48</td>
</tr>
<tr>
<td>CF035</td>
<td>Graduate Diploma in Urban Design</td>
<td>GradDipUrbDes</td>
<td>48</td>
</tr>
<tr>
<td>CF037</td>
<td>Graduate Diploma in Urbanism</td>
<td>GradDipUrb</td>
<td>48</td>
</tr>
</tbody>
</table>
5. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CG050</td>
<td>Graduate Certificate in Architectural Science</td>
<td>GradCertArchSci</td>
<td>24</td>
</tr>
<tr>
<td>CG003</td>
<td>Graduate Certificate in Heritage Conservation</td>
<td>GradCertHeritCons</td>
<td>24</td>
</tr>
<tr>
<td>CG0565</td>
<td>Graduate Certificate in Interaction Design and Electronic Arts</td>
<td>GradCertIDEA</td>
<td>24</td>
</tr>
<tr>
<td>CG004</td>
<td>Graduate Certificate in Urban and Regional Planning</td>
<td>GradCertURP</td>
<td>24</td>
</tr>
<tr>
<td>CG005</td>
<td>Graduate Certificate in Urban Design</td>
<td>GradCertUrbDes</td>
<td>24</td>
</tr>
</tbody>
</table>
Resolutions of the Faculty of Architecture, Design and Planning for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the ‘Coursework Rule’), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course enrolment

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

2 Time limits
The Coursework Rule limits the time students may take to complete their course. Part-time students should ensure that their enrolment pattern allows completion within the maximum time.

3 Suspension, discontinuation and lapse of candidature
The Coursework Rule specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.

4 Credit for previous study
(1) Unless these resolutions or the relevant course resolutions specify otherwise, credit for previous study will be awarded in accordance with the provisions of the Coursework Rule. Credit shall not be granted for units of study gained with a Concessional Pass toward any course in the Faculty.
(2) In postgraduate courses in the Faculty, except the Master of Architecture,
(a) full credit transfer will be allowed between postgraduate courses or streams in the same embedded sequence;
(b) credit shall not be granted toward any graduate internship unit; and
(c) credit limits are defined by the following table.

<table>
<thead>
<tr>
<th>Award course level</th>
<th>Maximum credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s degrees</td>
<td>18*</td>
</tr>
<tr>
<td>Graduate diplomas</td>
<td>18*</td>
</tr>
<tr>
<td>Graduate certificates</td>
<td>12**</td>
</tr>
</tbody>
</table>

*Not more than 12 credit points of which can be credited towards the core unit requirements.
**Credit will be granted only for units from the Faculty’s table of graduate units of study completed prior to commencement of candidature as non-degree study.

Part 2: Unit of study enrolment

5 Undergraduates enrolling in postgraduate units of study
Undergraduate students who have completed at least 96 credit points with a WAM of at least 70 may, with the permission of the unit coordinator concerned, enrol in graduate units of study to count toward elective requirements.

6 Cross institutional study
(1) The Dean may permit a student to complete a unit of study at another institution and have that unit credited to the student’s course requirements, provided that:
(a) The unit of study content is not taught in any corresponding unit of study at the University; or
(b) The student is unable, for good reason, to attend a corresponding unit of study at the University.
(2) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

7 International Exchange
(1) The faculty encourages students to participate in international exchange programs.
(2) The following conditions and limitations apply:
(a) Candidates for the Bachelor of Design Computing, Bachelor of Design in Architecture, Bachelor of Architecture and Environments, Bachelor of Design in Architecture (Honours) / Master of Architecture combined degree, and postgraduate coursework master degrees are allowed to participate in international exchange programs.
(b) For the postgraduate coursework master degrees, duration of exchange program is one semester only and no more than 50% of core requirements of the degree can be taken during the exchange.

(c) For the Bachelor of Design Computing, Bachelor of Design in Architecture, Bachelor of Architecture and Environments, and Bachelor of Design in Architecture (Honours) / Master of Architecture combined degree, exchange programs are available after successful completion of at least one year full-time study.

(d) Exchange programs will not be approved in the last semester of study.

(3) For more information on international exchanges refer to the International Office.

Part 3: Studying and Assessment

8 Attendance

(1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.

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

9 Late submission policy

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

(2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows:

(a) For work submitted after the deadline but up to three calendar days late, a penalty of 35 per cent of the total mark awarded for the assignment will apply.

(b) For work submitted after 3 days and less than one week after the deadline, a penalty of 50 per cent of the total mark awarded for the assignment will apply.

(c) For work submitted more than one week late but less than two weeks after the deadline, a penalty of 55 per cent of the total mark awarded for the assignment will apply.

(d) Work submitted more than two weeks after deadline will not be assessed (Fail).

10 Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy. The procedures for applying for special consideration are described in each unit of study outline.

11 Concessional pass

In this Faculty the grade PCON (Concessional Pass) is not awarded.

12 Re-assessment

(1) In this Faculty, an opportunity for re-assessment is offered to students whose final mark for their unit of study is within the range 45-49. Re-assessment will be offered on one date only and it is a student's responsibility to be available to attend on that date. The maximum mark and grade awarded for a unit of study in these circumstances will be 50 Pass.

(2) Students who have successfully requested special consideration may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation and, in any case, not longer than 3 three months after the original examination or submission date. After this time the student will be considered to have discontinued with permission.

Marks will be awarded at full value for re-assessment where special consideration is approved.

Part 4: Progression, Results and Graduation

13 Satisfactory progress

The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

14 Award of the bachelor degree with honours

(1) Honours is available to meritorious students as either appended honours, or integrated honours in the combined degree Bachelor of Design in Architecture (Honours) / Master of Architecture program.
(2) Admission, requirements and award of the Bachelor of Design in Architecture (Honours) / Master of Architecture are in accordance with the relevant course resolutions.

(43) To qualify for admission to the appended honours degree a student must:
(a) have completed the requirements for the relevant pass degree or be a graduate of no more than 4 four years' standing; and
(b) have a WAM of at least 70 (in exceptional cases the Dean may admit a student with a WAM of 65 or higher); and
(c) have an approved thesis topic and supervisor.

(24) To qualify for the award of appended honours a candidate must successfully complete 48 credit points of honours units of study listed in the table for the degree over two consecutive semesters.

(35) The grade of honours will be determined by the honours mark achieved. The honours mark will be derived from weighting the mark for the honours thesis at 70 per cent and the WAM of the pass degree at 30 per cent. The WAM used is the University WAM.

(46) Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Honours Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>Mark&gt;=80</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75&lt;=Mark&lt;80</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70&lt;=Mark&lt;75</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>Mark&lt;70</td>
</tr>
</tbody>
</table>

(67) A candidate for the appended honours program who does not meet the requirements for award of honours shall be awarded the pass degree. A candidate who terminates the program prior to the end of the second semester of study will be awarded a grade of Discontinued - Not to count as failure (DCNF).

(68) Candidates who fail or discontinue the appended honours program may not re-enrol in it, except with the approval of the Dean.

(79) A candidate may not graduate with the pass degree while enrolled in the final year honours program.

15 University Medal
Honours candidates with an outstanding academic record throughout the degree and who have achieved Honours Class I may be eligible for the award of a university medal, in accordance with the Coursework Rule and on nomination by the Dean with the recommendation of the Board of Undergraduate Studies.

16 Weighted Average Mark (WAM)
(1) The University WAM is calculated using the following formula:

\[ WAM = \frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)} \]

Where \( Wc \) is the unit of study credit points \( x \) multiplied by the unit weighting and \( Mc \) is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted.

(2) The weight of a unit of study is assigned by the owning faculty. In this Faculty, junior units are weighted as zero and senior and graduate units are weighted as one.

Part 5: Other
17 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2014 and students who commenced their candidature prior to 1 January, 2014 and who elect to proceed under these resolutions.

(2) Students who commenced prior to 1 January, 2014 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Design in Architecture (Honours) and Master of Architecture

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>tbc</td>
<td>Bachelor of Design in Architecture (Honours) and Master of Architecture</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for this course is full time only.

3. Master’s type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

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 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. Candidates enrolled in the Bachelor of Design in Architecture who achieve a minimum standard (as determined by the Associate Dean) in their first year of study may be eligible for admission to the combined degree program.

5. Requirements for award

1. The units of study that may be taken for the Bachelor of Design in Architecture (Honours) are set out in Table A.
2. The units of study that may be taken for the Master of Architecture are set out in Table M.
3. To qualify for the award of Bachelor of Design in Architecture (Honours) and Master of Architecture, a candidate must complete a total of 240 credit points, including:
   a. 102 credit points of core units of study from Bachelor of Design in Architecture Table A,
   b. 24 credit points of elective units of study from Bachelor of Design in Architecture Table A,
   c. 6 credit points of the Master of Architecture prerequisite unit of study, BDES3025 Architectural Professional Practice,
   d. 18 credit points of honours preparatory units and the 12 credit point Architecture Dissertation from Table A,
   e. 78 credit points of core units of study from the Master of Architecture Table M.

6. Progression rules

1. Progression to the fourth year Honours component requires:
   a. a weighted average mark of at least 70 across all units of study in the Bachelor of Design in Architecture,
   b. a dissertation topic developed by the student,
   c. confirmation from an appropriate member of full-time or fractional academic or research staff that they are willing to supervise the student;
2. Progression to the Master of Architecture requires:
   a. a credit average across all units in the Bachelor of Design in Architecture,
   b. completion of the Master of Architecture prerequisite unit of study, BDES3025 Architecture Professional Practice.
3. In exceptional circumstances, a candidate that doesn't meet these requirements may be allowed to progress to the next stage with approval of the Dean of the Faculty of Architecture, Design and Planning.

7. Cross-institutional study

Cross-institutional study is not available in this course.

8. International exchange

The Faculty encourages candidates in this course to participate in international exchange programs in second year, or semester 1 of fourth year. For more information on international exchanges, refer to the Study Abroad and Exchange Office.

9. Course transfer

A candidate may abandon the combined program and elect to complete either the Bachelor of Design in Architecture, the Bachelor of Design in Architecture (Honours), or the Bachelor of Design in Architecture...
10. Credit for previous study
Credit transfer is subject to the provisions of the Coursework Rule and the Resolutions of the Faculty of Architecture, Design and Planning.
11.2.1.2 Sydney College of the Arts: Bachelor of Visual Communication

Resolutions of the Senate

1. Degrees, diplomas and certificates of the Sydney College of the Arts
   (1) With the exception of the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Sydney College of the Arts. The Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.
   (2) This list is amended with effect from 1 January, 2017. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPPHDSCA-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMFINART-01</td>
<td>Master of Fine Arts</td>
<td>MFA</td>
<td>Research</td>
</tr>
<tr>
<td>MACTMPAR-01</td>
<td>Master of Contemporary Art</td>
<td>MCA</td>
<td>72</td>
</tr>
<tr>
<td>MAMOVIMG-01</td>
<td>Master of Moving Image</td>
<td>MMI</td>
<td>72</td>
</tr>
<tr>
<td>BPVISART-02</td>
<td>Bachelor of Visual Arts*</td>
<td>BVA</td>
<td>144</td>
</tr>
<tr>
<td>TBA</td>
<td>Bachelor of Visual Communication*</td>
<td>BVC</td>
<td>144</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study
^may be awarded with honours in an integrated program

3. Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCTMPAR-01</td>
<td>Graduate Diploma in Contemporary Art</td>
<td>GradDipCA</td>
<td>48</td>
</tr>
<tr>
<td>GNMOVIMG-01</td>
<td>Graduate Diploma in Moving Image</td>
<td>GradDipMI</td>
<td>48</td>
</tr>
</tbody>
</table>
Bachelor of Visual Communication
Bachelor of Visual Communication (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 2010 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions
1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA</td>
<td>Bachelor of Visual Communication</td>
</tr>
<tr>
<td>TBA</td>
<td>Bachelor of Visual Communication (Honours)</td>
</tr>
</tbody>
</table>

2. Attendance pattern
The attendance pattern for the Bachelor of Visual Communication is full time or part time according to candidate choice. Visa requirements commonly restrict international students to full time study only. Some units of study are available in distance mode.

The attendance pattern for the Bachelor of Visual Communication (Honours) is full-time only.

3. 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 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.

4. Requirements for award
The units of study that may be taken for the course/s are set out in;
Table A: Undergraduate core units of study; and
Table B: Undergraduate elective units of study.

To qualify for the award of the pass degree, a candidate must complete 144 credit points, comprising:
- 96 credit points of core units of study as set out in Table A; and
- 48 credit points of elective units of study as set out in Table B, ensuring that 24 credit points of the elective units must be from units of study from a selected specialisation.

5. Requirements for the Honours degree
Honours, involving a research project, is available to meritorious students who complete an additional 48 credit points of full-time study, after the completion of the pass degree.

To qualify for admission to the honours year a student should:
- have qualified for, or been awarded, the pass degree or an equivalent degree from another university;
- have a WAM across intermediate and senior units of study of at least 65; and

To qualify for the award of the honours degree a candidate must complete 48 credit points of honours units of study from the Honours Table, as prescribed by the Faculty.

The honours mark is determined by calculating a WAM from the 48 credit points of honours units of study, using the formula:

\[
WAM = \frac{\text{sum}(\text{marks} \times \text{credit point value})}{\text{sum}(\text{credit point value})}
\]

The mark is the actual mark obtained by the student for the unit of study, or in the case of a failing
grade with no mark - 0. Pass/fail assessed subjects and credit transfer subjects (from another
institution) are excluded from these calculations. However, the marks from all attempts at a unit of
study are included.

The Honours degree of Bachelor of Visual Communication is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>mark &gt;= 80</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 &lt;= mark &lt; 80</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 &lt;= mark &lt; 75</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 &lt;= mark &lt; 70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt; 65</td>
</tr>
</tbody>
</table>

6. University Medal
A student with an honours mark of 90 or above may be awarded a university medal. The medal is
awarded at the discretion of the Faculty to the highest achieving students who in the opinion of the
Faculty have an outstanding academic record, in accordance with the Coursework Policy.

7. Award of the degree
The Bachelor of Visual Communication is awarded as either Pass or Honours. The honours degree is
awarded in classes ranging from First Class to Third Class according to the rules specified above.

Candidates for the award of the Honours degree who do not meet the requirements, and who have not
already graduated, will be awarded the pass degree.

Candidates who have proceeded to honours directly from the pass degree will not graduate until
completion of the honours year.
11.2.2.1 University of Sydney Business School: Bachelor of Commerce (and combined programs)

Bachelor of Commerce  Bachelor of Commerce (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) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the [[http://www.sydney.edu.au/policies][Policy Register]].

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCOMMER-05</td>
<td>Bachelor of Commerce</td>
</tr>
<tr>
<td>BHCOMMEH-01</td>
<td>Bachelor of Commerce (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is full time or part time according to candidate choice. Visa requirements commonly restrict international students to full time study only.

3 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 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 Policy.

4 Requirements for award
(1) The units of study that may be taken for the course are set out in Tables A, B and C of the University of Sydney Business School the Table of undergraduate units of study: University of Sydney Business School.

(2) To qualify for the award of the pass degree, a candidate must successfully complete 144 credit points, including:

(a) 36 credit points of core units of study (30 24 junior credit points, six and 6 senior credit points and a six credit point capstone); and

(b) a major from Table A or B; and

(c) a maximum of 60 credit points in junior units of study; and

(d) a maximum of 48 credit points in units of study from Table C another faculty.

5 Majors
(1) Completion of a major from Table A or B is a requirement of the course. A major from Table A or B requires the successful completion of 36 senior credit points, chosen from units of study listed in the table for that major. Units of study counted towards one major may not count toward any other major completed. The majors available are:

(a) Accounting
(b) Banking
(c) Business Analytics
(d) Business Information Systems
(e) Commercial Law
(f) Econometrics
(g) Economics
(h) Finance
(i) Industrial Relations and Human Resource Management
(j) International Business
(k) Management
(l) Marketing

(2) Table A majors are:

(a) Accounting
(b) Banking
(c) Business Analytics
(d) Business Information Systems
(e) Commercial Law
(f) Econometrics

(3) Table B majors are:

(a) Economics
(b) Econometrics

(24) Candidates have the option of completing a second major from Tables A, B or C* as specified in the relevant table, the University of Sydney Business School or from another faculty of the University.
as permitted by individual Faculty resolutions. Requirements for the completion of a major and the majors available are specified in the resolutions of the Faculty offering the major.
(5) Units of study counted towards one major may not count toward any other major completed.
* Majors requiring the completion of units of study totalling more than 48 credit points cannot be completed in this degree.

6 Progression rules
(1) Full time students must enrol in all junior core units of study within the first year of enrolment.
(2) Part time students must enrol in all junior core units of study within the first two years of enrolment.
(3) Students must enrol in the capstone unit of study in the final semester of enrolment.

7 Requirements for the Honours degree
(1) Honours is available to meritorious students who complete an additional year of full time study, after the completion of the pass degree. Part time study is permitted if approved by the administering Discipline or Department.
(2) Admission, requirements and award of honours are according to the Resolutions of the University of Sydney Business School.

8 Award of the degree
(1) The Bachelor of Commerce is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes according to the conditions specified in the Resolutions of the University of Sydney Business School.
(2) Candidates for the award of the Honours degree, who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

9 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2017.
(2) Candidates who commenced prior to 1 January, 2017 will complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2022. The Business School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Bachelor of Commerce (Liberal Studies)  Bachelor of Commerce (Liberal Studies) (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) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the [[http://www.sydney.edu.au/policies||Policy Register]].

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
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<tbody>
<tr>
<td>BPCOMLST-01</td>
<td>Bachelor of Commerce (Liberal Studies)</td>
</tr>
<tr>
<td>BHCOMLSSH-01</td>
<td>Bachelor of Commerce (Liberal Studies) (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is full time or part time according to candidate choice. Visa requirements commonly restrict international students to full time study only.

3 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 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 Policy.

4 Requirements for award
(1) The units of study that may be taken for the course are set out in Tables A, B and C of the University of Sydney.
Business School, the Table of undergraduate units of study: University of Sydney Business School, Table A in of the Faculty of Arts and Social Sciences, and Table 1 in of the Faculty of Science, and Table of undergraduate units of study: Faculty of Agriculture and Environment.

To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points, comprising:

(a) 18 credit points of core units of study (six junior credit points, six senior credit points and a six credit point capstone);
(b) a minimum of 24 credit points of units of study from Table A in of the Faculty of Arts and Social Sciences; and
(c) a minimum of 12 credit points of units of study from Table 1 in of the Faculty of Science; and
(d) one major from Major I subject areas listed below; and
(e) one major from Major II subject areas listed below; and
(f) a maximum of 96 credit points of junior units of study; and
(g) a minimum of 108 credit points of units of study from Table A of the University of Sydney Business School; and the Table of undergraduate units of study: University of Sydney Business School. (h) any additional units of study required to make 192 credit points in total.

5 Majors

(1) Completion of two majors is a requirement of the course. One major must be selected from Major I subject areas and one major from Major II subject areas. A major requires the completion of a minimum of 36 senior credit points chosen from units of study listed in the table for that major, in the Table of undergraduate units of study: University of Sydney Business School. Units of study counted towards one major may not count toward any other major completed.

(2) Major I subject areas:
(a) Accounting
(b) Banking
(bc) Business Analytics
(ed) Business Information Systems
(ee) Commercial Law
(ef) Finance
(fg) Industrial Relations and Human Resource Management
(gh) International Business
(hi) Management
(ii) Marketing

(3) Major II subject areas:
(a) Any major from Major I subject areas
(b) a major from the Faculty of Agriculture and Environment*
(cb) a major from Table A in of the Faculty of Arts and Social Sciences*
(dc) a major from Table 1 in of the Faculty of Science*

These majors are offered through other faculties and if completed count towards the non-Business School credit point total - maximum of 84 credit points. Table 1 Faculty of Science majors that require the completion of more than 60 credit points in units of study, as specified in the Faculty of Science handbook, are not available to students enrolled in this degree.

(4) Candidates have the option of completing an additional major as specified in the tables listed for this degree, from the University of Sydney Business School or from another faculty of the University as permitted by individual Faculty resolutions. Requirements for the completion of a major and the majors available are specified in the resolutions of the faculty offering the major.

(5) Units of study counted towards one major may not count toward any other major completed.

* These majors are offered through other faculties and if completed count towards the non-Business School credit point total - maximum of 84 credit points. Table 1 Faculty of Science majors that require the completion of more than 60 credit points in units of study, as specified in the Faculty of Science handbook, are not available to students enrolled in this degree.

6 Progression rules

(1) Candidates must enrol in the 12 credit points of six credit point junior core units of study within the first year of enrolment.

(2) The 6 six credit point senior core capstone unit of study must be completed within the final semester of a candidate's enrolment.

7 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an additional year of full time study, after the completion of the pass degree. Part time study is permitted if approved by the administering Discipline or Department.

(2) Admission, requirements and award of honours are according to the Resolutions of the University of Sydney Business School.
8 Award of the degree
(1) The Bachelor of Commerce (Liberal Studies) is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes according to the rules specified in the Resolutions of the University of Sydney Business School.
(2) Candidates for the award of the honours degree, who do not meet the requirements for award, and who have not already graduated, will be awarded the pass degree.

9 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2017. 2013 and students who commenced their candidature prior to 1 January, 2017 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2017 will 2013 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2022 2018. The Business School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

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

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>BPCOMART-01</td>
<td>Bachelor of Commerce and Bachelor of Arts</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is full time or part time according to candidate choice only. Visa requirements commonly restrict international students to full time study only.

3 Cross faculty management
(1) Candidates in this combined degree will be under the general supervision of the University of Sydney Business School for the duration of the combined program. The University of Sydney Business School is the primary faculty for management of the combined award course.
(2) The Deans of the University of Sydney Business School and the Faculty of Arts and Social Sciences shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

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 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 Policy.

5 Requirements for award
(1) The units of study that may be taken for the combined degree program courses are set out in Tables A, B and C of the Table of undergraduate units of study: University of Sydney Business School and Tables A and B of Table A from the Faculty of Arts and Social Sciences.
(2) To qualify for the award of the Bachelor of Commerce and Bachelor of Arts, a candidate must successfully complete 240 credit points, comprising:
(a) a minimum of 96 credit points in units of study from Tables A and B of the University of Sydney Business School, including the Table of undergraduate units of study: University of Sydney Business School comprising:
   (i) 36 credit points of Bachelor of Commerce core units of study (24 junior credit points, six senior credit points and a six credit point capstone); and
   (ii) a major from the Commerce subject areas listed in Tables A and B, the list of majors available for the Bachelor of Commerce; and
   (iii) a minimum of 48 senior credit points;
(b) a minimum of 72 credit points of Arts and Social Sciences senior units of study from Table A of the Faculty of Arts and Social Sciences, including a major from Arts and Social Sciences subject areas listed in Table A;
(c) any additional units of study required to make 240 credit points in total;
(ed) and ensuring the completion of no more than 96 credit points in junior units of study.

6 Majors
(1) Completion of a major in each degree is a requirement of the combined degree program. Units of study counted towards one major may not count toward any other major completed.
(2) The list of majors available for the Bachelor of Commerce and the requirements for the completion of a major, are specified in the course resolutions for the Bachelor of Commerce.
(3) The list of majors available for the Bachelor of Arts and the requirements for the completion of a major, are specified in the resolutions of the Faculty of Arts and Social Sciences.

7 Progression rules
(1) Full time students must enrol in all junior core units of study for the Bachelor of Commerce within the first two years of enrolment.
(2) Part time students must enrol in all junior core units of study for the Bachelor of Commerce within the first four years of enrolment.
(3) All students must enrol in the capstone unit of study for the Bachelor of Commerce in the final semester of the Commerce degree.

8 Requirements for the Honours degree
(1) Honours is available to meritorious students who complete an additional year of full time study, after the completion of the combined degree program. Part time study is permitted if approved by the administering Discipline or Department.
(2) Admission and award requirements for honours in the Bachelor of Commerce are listed in the resolutions of the University of Sydney Business School.
(3) Admission and award requirements for honours in the Bachelor of Arts are listed in the resolutions of the Faculty of Arts and Social Sciences.

9 Award of the degrees
(1) Candidates will be awarded a separate testamur for each degree completed.
(2) The Bachelor of Commerce and the Bachelor of Arts are awarded as either Pass or Honours. The honours degree is awarded in classes according to the rules specified in the Resolutions of the University of Sydney Business School and the Faculty of Arts and Social Sciences.
(3) Candidates for the award of the honours degree, who do not meet the requirements for award, and who have not already graduated, will be awarded the pass degree.

10 Course transfer
A candidate may abandon the combined degree program and elect to complete either the Bachelor of Commerce or the Bachelor of Arts in accordance with the resolutions governing that degree. Completion of the abandoned degree in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

11 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2011
(2) Candidates who commenced prior to 1 January, 2011 2017 will complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016 2022. The Business School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Bachelor of Commerce and Bachelor of Science
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 [[http://www.sydney.edu.au/policies||Policy Register]].

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>BPCOMSCI-02</td>
<td>Bachelor of Commerce and Bachelor of Science</td>
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</table>

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

3 Streams
(1) The Bachelor of Science in this combined degree is available in the following streams:
   (a) Advanced
   (b) Advanced Mathematics
(2) Students with a sufficient ATAR may choose to be admitted into either of the Advanced streams. All others will enter the Bachelor of Science without a stream. Students, who have completed at least 48 credit points, may be permitted to transfer to either the Bachelor of Science (Advanced) or (Advanced Mathematics) stream if they:
      (a) achieved an average mark of 75 or greater over all units of study attempted; and
      (b) are able to enrol in the required number of Advanced level units or Talented Student Program (TSP) units.
(3) Students wishing to transfer between streams should contact the Business School student office.

4 Cross faculty management
(1) Candidates in this combined degree will be under the general supervision of the University of Sydney Business School for the duration of the combined program.
(2) The Deans of the University of Sydney Business School and the Faculty of Science shall jointly exercise authority in any matter concerning the combined award course not otherwise dealt with in these resolutions. Resolutions.

5 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 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 Policy.

6 Requirements for award
(1) The units of study that may be taken for the combined degree program course are set out in Tables A, B and C of the under subject areas in the Table of undergraduate units of study: University of Sydney Business School and Table 1 from of the Faculty of Science. The Faculty of Science may permit a candidate of exceptional merit who is admitted to the Faculty of Science Talented Student Program to undertake a unit or units of study within the Faculty of Science other than those specified in Table 1.
(2) To qualify for the award of the pass degrees a candidate must successfully complete 240 credit points.
(3) Requirements for the Bachelor of Commerce
To qualify for the award of the Bachelor of Commerce a candidate must successfully complete a minimum of 96 credit points of units of study from Tables A and B of the Table of undergraduate units of study: University of Sydney Business School including:
   (a) 36 credit points of core units of study (24 junior credit points, six senior credit points and a six credit point capstone); and;
   (b) a major from Table A or B.; and
   (c) a minimum of 48 credit points in senior units of study.
(4) Requirements for the Bachelor of Science
To qualify for the award of the Bachelor of Science a candidate must successfully complete a minimum of 96 credit points of units of study from Science subject areas including:
   (a) a major from Science subject areas in Table 1;
   (b) a minimum of 12 credit points from the Science subject areas of Mathematics and Statistics; and (c) a minimum of 24 credit points of junior units of study from at least two Science subject areas other than Mathematics and Statistics.
   (d) a minimum of 60 credit points of intermediate and senior units of study from the Science subject areas in Table 1.
(5) Requirements for the Bachelor of Science (Advanced) stream
Candidates completing the Advanced stream of the Bachelor of Science must include as part of the above requirements:
   (a) maximum 48 credit points from junior Science units of study;
   (b) a minimum of 12 credit points of intermediate Science units of study at either the Advanced level or as TSP units; and
(c) a minimum of 48 credit points of senior Science units of study of which at least 24 credit points are units of study in a single Science subject area, taken at the Advanced level or as TSP units. (6) Requirements for the Bachelor of Science (Advanced Mathematics) stream Candidates completing the Advanced Mathematics stream of the Bachelor of Science must include as part of the above requirements:
(a) maximum 48 credit points from junior Science units of study;
(b) minimum 12 credit points of intermediate Mathematics and Statistics units of study at either the Advanced level or as TSP units;
(c) a major in Mathematics, Statistics or Financial Mathematics and Statistics; and
(d) a minimum of 48 credit points of senior Science units of study of which at least 24 credit points are completed at the Advanced level or as TSP units in Mathematics and Statistics.

7 Majors
(1) Candidates are required to complete a major in both the Bachelor of Commerce and Bachelor of Science. Units of study counted towards one major may not count toward any other major completed.
(2) The majors available for the Bachelor of Commerce and the requirements for the completion of a major, are specified in the course resolutions for the Bachelor of Commerce.
(3) The majors available in the Bachelor of Science and the requirements for the completion of a major, are specified in the course resolutions for the Bachelor of Science.

8 Progression rules
(1) A candidate may proceed concurrently to the degrees of Bachelor of Commerce and Bachelor of Science.
(2) In the Bachelor of Science (Advanced) or Bachelor of Science (Advanced Mathematics), students must maintain in intermediate and senior units of study in Science subject areas an average mark of 65 or greater in each year of enrolment.
(3) Students in the Bachelor of Science (Advanced) or Bachelor of Science (Advanced Mathematics) streams who fail to maintain a Credit average will be transferred to the Bachelor of Science in the next year of enrolment with full credit for units completed in the Advanced or Advanced Mathematics stream.
(4) Students in the Bachelor of Science (Advanced) or Bachelor of Science (Advanced Mathematics) streams who fail to achieve a credit average across all units attempted in their final year of the degree will be awarded the Bachelor of Science pass degree.
(5) To transfer from the Bachelor of Science to the Advanced or Advanced Mathematics stream, a student must satisfy the following:
(a) completion of at least 48 credit points;
(b) an average of 75 or greater over all attempted units of study; and
(c) be able to enrol in the required number of advanced level or TSP units.
(6) Full time students must enrol in all junior core units of study for the Bachelor of Commerce within the first two years of enrolment.
(7) Part time students must enrol in all junior core units of study for the Bachelor of Commerce within the first four years of enrolment.
(8) Students must enrol in the capstone unit of study for the Bachelor of Commerce in the final semester of the Commerce degree.

9 Requirements for the Honours degree
(1) Honours is available to meritorious students who complete an additional year of full time study, after the completion of the combined degree program, pass degree. Part time study over two years may be permitted with School approval. Part time study is permitted if approved by the administering Discipline or Department.
(2) Both of the Bachelor of Commerce and the Bachelor of Science may be awarded with honours in any of the subject areas as approved by the school. Joint honours in two of these subject areas may also be available.
(3) Admission and award requirements for honours in each course are described in the Resolutions of the University of Sydney Business School and the Faculty of Science.

10 Award of the degrees
(1) Candidates will be awarded a separate testamur for each degree completed.
(2) Both the Bachelor of Commerce and the Bachelor of Science are awarded in the grades of either Pass or Honours. The honours degree is awarded in classes according to the rules specified in the Resolutions of the University of Sydney Business School and the Faculty of Science.
(3) Candidates for the award of the honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

11 Course transfer
A candidate may abandon the combined degree program and elect to complete either the Bachelor of Commerce or the Bachelor of Science in accordance with the resolutions governing that degree.
Completion of the abandoned degree in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

12 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2011.
(2) Candidates who commenced prior to 1 January, 2011 will complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016. The Business School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Bachelor of Commerce and Bachelor of Laws
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 [[http://www.sydney.edu.au/policies||Policy Register]].

Course resolutions

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<tr>
<td>BPCOMLAW-03</td>
<td>Bachelor of Commerce and Bachelor of Laws</td>
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</table>

2 Attendance pattern
The attendance pattern for this course is full time only.

3 Cross-faculty management
(1) Candidates in this combined degree program will be under the general supervision of the University of Sydney Business School until the end of the semester in which they complete the requirements for the Bachelor of Commerce. They will then be under the supervision of the Faculty of Law.
(2) The Deans of the University of Sydney Business School and the Faculty of Law shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

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 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 Policy.

5 Requirements for the degrees in the combined course
(1) The units of study that may be taken for the degrees in the combined program are set out in Tables A and B of the Table of undergraduate units of study of the University of Sydney Business School and the Faculty of Law Undergraduate Table.
(2) To qualify for the award of the pass degrees, a candidate must successfully complete 240 credit points, comprising: (a) 96 credit points of units of study for the Bachelor of Commerce from the Table of undergraduate units of study of the University of Sydney Business School; and (b) 144 credit points of Law units of study, of which 48 credit points are Combined Law compulsory units of study for Years 1, 2 and 3 and are credited towards the requirements for both the Bachelor of Commerce and the Bachelor of Laws degrees.
(3) Requirements for the Bachelor of Commerce
To qualify for the award of the Bachelor of Commerce, candidates must complete 144 credit points, including:
(a) 48 credit points of the Combined Law compulsory units of study for Years 1, 2 and 3;
(b) 36 credit points of core units of study (30 junior and six senior credit points) (24 junior credit points, six senior credit points and a six credit point capstone);
(c) a major from Table A or B in a Commerce subject area; and
(d) a maximum 48 credit points in junior units of study from Tables A and/or B of the Table of undergraduate units of study: University of Sydney Business School.

(4) Requirements for the Bachelor of Laws

To qualify for the award of the Bachelor of Laws candidates must complete 144 credit points taken from the Faculty of Law Undergraduate Table, comprising:

(a) 102 credit points of compulsory units of study; and

(b) 42 credit points of elective units of study, of which a maximum of 36 credit points are taken from Part 1 and a minimum of 6 credit points are taken from Part 2.

6 Majors

Completion of a major is a requirement of the Bachelor of Commerce degree. A major requires the completion of 36 senior credit points. The list of majors available in the Bachelor of Commerce is specified in the course resolutions for the Bachelor of Commerce. Units of study counted towards one major may not count toward any other major completed.

7 Progression rules

(1) Candidates in a Combined Law program must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study.

(2) Candidates are required to complete the Bachelor of Laws units of study in the order listed in the Faculty of Law Undergraduate Table.

(3) Except with the permission of the Dean of the Faculty of Law, candidates must complete the requirements for the Bachelor of Commerce before proceeding to Year Four of the Bachelor of Laws.

(4) Students must enrol in all compulsory junior Commerce credit points within the first year of enrolment.

(5) Students must enrol in the capstone Commerce unit in the final semester of the Commerce degree.

8 Requirements for the Honours degree

(1) Both the Bachelor of Commerce and the Bachelor of Laws may be awarded with honours.

(2) Honours in the Bachelor of Commerce is available to meritorious students who complete an additional year of full time study after the completion of the pass degree.

(3) Honours in the Bachelor of Laws is available to meritorious students who complete an alternative set of units of study in the final year of the program.

(4) Candidates who qualify to undertake Honours in the Bachelor of Commerce may elect to enrol in the honours program:

(a) by suspending candidature from the Bachelor of Laws degree for one year, with the permission of the Faculty of Law; or

(b) by undertaking the honours course after completion of both degrees in the combined program.

(5) Admission and award requirements for honours in either Commerce or Laws are listed in the resolutions of the University of Sydney Business School and the Bachelor of Laws respectively.

9 Award of the degrees

(1) Both the Bachelor of Commerce and the Bachelor of Laws are awarded in the grades of either Pass or Honours.

(2) Honours in the Bachelor of Commerce is awarded in classes ranging from First Class to Third Class in accordance with the resolutions of the University of Sydney Business School.

(3) Honours in the Bachelor of Laws is awarded in First Class or Second Class in accordance with the Resolutions of the Bachelor of Laws.

10 Course transfer

Candidates may withdraw from the combined degree program and elect to transfer to the Bachelor of Commerce degree, by written application to the University of Sydney Business School, and complete the requirements in accordance with the Resolutions governing that degree at the time of transfer. Candidature in the Bachelor of Laws will cease in these circumstances.

11 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature on or after 1 January, 2017.

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

(3) Notwithstanding sub-rule (2), the admission and award requirements for Honours in the Bachelor of Laws will be determined according to the transitional provisions in rule 11 of the Resolutions for the Bachelor of Laws.
Bachelor of Engineering and Bachelor of Commerce Bachelor of Engineering Honours and Bachelor of Commerce

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 [http://www.sydney.edu.au/policies][Policy Register].

0 Terminology

(1) In the following resolutions, all reference to the Bachelor of Engineering degree apply to both the Bachelor of Engineering and Bachelor of Engineering Honours degrees, except where otherwise indicated.

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPENGART-01</td>
<td>Bachelor of Engineering and Bachelor of Arts</td>
</tr>
<tr>
<td>BHENGART-01</td>
<td>Bachelor of Engineering Honours and Bachelor of Arts</td>
</tr>
<tr>
<td>BPENGCOM-01</td>
<td>Bachelor of Engineering and Bachelor of Commerce</td>
</tr>
<tr>
<td>BHENGCOM-01</td>
<td>Bachelor of Engineering Honours and Bachelor of Commerce</td>
</tr>
<tr>
<td>BPENGSCI-01</td>
<td>Bachelor of Engineering and Bachelor of Science</td>
</tr>
<tr>
<td>BHENGSCI-01</td>
<td>Bachelor of Engineering Honours and Bachelor of Science</td>
</tr>
<tr>
<td>BPENGDA-01</td>
<td>Bachelor of Engineering and Bachelor of Design in Architecture</td>
</tr>
<tr>
<td>BHENGDA-01</td>
<td>Bachelor of Engineering Honours and Bachelor of Design in Architecture</td>
</tr>
<tr>
<td>BPENGLAW-01</td>
<td>Bachelor of Engineering and Bachelor of Laws</td>
</tr>
<tr>
<td>BHENGLAW-01</td>
<td>Bachelor of Engineering Honours and Bachelor of Laws</td>
</tr>
<tr>
<td>BPENGMSC-01</td>
<td>Bachelor of Engineering and Bachelor of Medical Science</td>
</tr>
<tr>
<td>BHENGMSC-01</td>
<td>Bachelor of Engineering Honours and Bachelor of Medical Science</td>
</tr>
<tr>
<td>BHENGMST-01</td>
<td>Bachelor of Engineering and Bachelor of Music Studies</td>
</tr>
<tr>
<td>BHENGMST-01</td>
<td>Bachelor of Engineering Honours and Bachelor of Music Studies</td>
</tr>
<tr>
<td>BPENGPRM-01</td>
<td>Bachelor of Engineering and Bachelor of Project Management</td>
</tr>
<tr>
<td>BHENGMSPR-01</td>
<td>Bachelor of Engineering Honours and Bachelor of Project Management</td>
</tr>
</tbody>
</table>

2 Attendance Pattern

(1) The attendance pattern for the following programs is full-time only. The attendance pattern for all other Bachelor of Engineering combined courses is full time or part time.

(a) Bachelor of Engineering and Bachelor of Design in Architecture
(b) Bachelor of Engineering Honours and Bachelor of Design in Architecture
(c) Bachelor of Engineering and Bachelor of Laws
(d) Bachelor of Engineering Honours and Bachelor of Laws

(2) 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) Completion of a stream is a requirement of the Bachelor of Engineering.

(2) Within the Bachelor of Engineering and Bachelor of Design in Architecture and the Bachelor of Engineering Honours and Bachelor of Design in Architecture, the Bachelor of Engineering is available only in the Civil Engineering stream. For all other Bachelor of Engineering combined degrees, the
streams available for the Bachelor of Engineering are listed under the course resolution for the Bachelor of Engineering. (3) The Bachelor of Science degree is available in the following streams:

(a) Advanced
(b) Advanced Mathematics.

Completion of a stream is not a requirement of the Bachelor of Science. Candidates wishing to transfer between streams should contact the Faculty of Science student office.

(4) The Bachelor of Music Studies is available in the following streams:
(b) Contemporary Music Practice
(c) Musicology
(d) Performance

Completion of a stream is a requirement of the Bachelor of Music Studies.

4 Cross-Faculty management

(1) Candidates in the combined Engineering and Law courses will be under the general supervision of the Faculty of Engineering and Information Technologies until the end of the semester in which they complete the requirements for the Bachelor of Engineering. They will then be under the supervision of the Faculty of Law. Candidates in all other combined degree programs will be under the general supervision of the Faculty of Engineering and Information Technologies for the duration of the combined program.

(2) The Dean of the Faculty of Engineering and Information Technologies and the Dean of the Faculty hosting the associated combined degree shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to Candidature

(1) Admission to these degrees 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 Policy.

(2) Admission to the Bachelor of Engineering Honours and Bachelor of Music Studies will, in addition to the above, require the applicant to complete a music skills test or jazz aptitude test and:
(a) Principal Study in Composition, to submit three compositions in different performance media which should represent their present level of achievement as composers and to attend an interview;
(b) Principal Study in Contemporary Music Practice, to submit a portfolio with original work; song(s) or composition(s) in any genre that demonstrates a high level of creative potential and technical ability and to attend an interview; (c) Principal Study in Musicology, to present an example of recent written work and to attend an interview; (d) Principal Study in Performance, to undertake a practical audition in their nominated instrument or in voice. The results of this process will form part of the ranking of applicants.

6 Requirements for Award

(1) To qualify for the award of the combined degree:
(a) For all Bachelor of Engineering combined degrees except the Bachelor of Engineering and Bachelor of Laws, a candidate must complete 240 credit points and satisfy any additional requirements specified in the following clauses. (b) For the Bachelor of Engineering and Bachelor of Laws combined degree, a candidate must complete 288 credit points and any additional requirements specified in the following clauses.
(c) Where the requirements specified in the following clauses account for less than the total required credit, candidates must complete additional units of study (not including general electives) from the relevant Bachelor of Engineering specialist stream table subject to any conditions specified in that table as may be necessary to satisfy the requirements of the degree.

(2) For the Bachelor of Engineering component of a combined degree:
(a) The units of study that may be taken for the Bachelor of Engineering component of the combined degree are set out in the tables of units of study for the Bachelor of Engineering single degree;
(b) Except where varied by other clauses of these resolutions, all candidates must complete a minimum of 144 credit points comprising:
(i) 36cp from the Engineering Core Table, including all required units;
(ii) 108cp from the Engineering Stream Core Table pertaining to the specialist stream being undertaken, including all required units;
(c) The Faculty Board may approve, based on appropriate academic justification, a list of approved unit alternatives. These alternatives specify, for particular Engineering stream / combined degree
combinations, units within the normal requirements for the Bachelor of Engineering component of the combined degree that can be replaced by specified alternative units that would form part of the normal program for single degree students in that stream.

(3) For the Bachelor of Arts component of a combined degree:
(a) The units of study that may be taken are set out in Table A from the Faculty of Arts and Social Sciences Tables of units of study.
(b) Candidates must complete a total of 84 credit points from Table A, including:
(i) a major from Table A
(ii) a minimum of 54 credit points of 2000/3000 level units of study.

(4) For the Bachelor of Commerce component of a combined degree:
(a) The units of study that may be taken are set out in Tables A and B of the Tables of Undergraduate Units of Study from The University of Sydney Business School.
(b) Candidates must complete 96 credit points of units of study selected from Tables A and B the selected from Table of Undergraduate Units of Study from The University of Sydney Business School including:
(i) 36 credit points of core units of study (30 24 junior credit points, and six senior credit points
and a six credit point capstone); and
(ii) a major; and
(iii) at least 18 credit points of 2000 and/or 3000 level units of study.

(5) For the Bachelor of Science component of a combined degree:
(a) The units of study that may be taken are listed in Table 1 from the Faculty of Science.
(b) Candidates must complete 96 credit points of Science units of study, including at least one
major in a Science subject area.
(c) Candidates completing the Bachelor of Science in the Advanced or the Advanced
Mathematics stream must include as part of the above requirements:
(i) a minimum of 54 credit points of intermediate or senior Science units of study, of which at
least 36 credit points shall
be completed at either the Advanced level or as Talented Student Program (TSP) units of study; and
(ii) a minimum of 24 credit points of senior Science units of study at either the Advanced level or
as TSP units in a single Science subject area.

(6) For the Bachelor of Design in Architecture component of a combined degree:
(a) Candidates must complete 96cp of units of study from the Bachelor of Design in Architecture
Table.

(7) For the Bachelor of Laws component of a combined degree:
(a) The units of study that may be taken are set out in the Faculty of Law Undergraduate Table.
(b) Candidates must complete 144 credit points of Law units of study taken from the Faculty of
Law Undergraduate Table, comprising:
(i) 102 credit points of compulsory units of study; and
(ii) 42 credit points of elective units of study, of which a maximum of 36 credit points are taken
from Part 1 and a minimum of 6 credit points are taken from Part 2.

(8) For the Bachelor of Medical Science component of a combined degree:
(a) The units of study that may be taken are listed in Table IV for the Bachelor of Medical Science
from the Faculty of Science.
(b) The mathematics requirement for the Bachelor of Engineering component of the combined
degree will also satisfy the mathematics requirements for the Bachelor of Medical Science component.
(c) Candidates must complete 96 credit points of units including:
(i) A minimum of 24 credit points from intermediate or senior Science units of study, including:
- 12 credit points from Chemistry; and
- MBLG1001/1901/1991 Introductory Molecular Biology and Genetics; and
- 6 credit points of Junior Biology:
(ii) - 36 credit points of BMED240X units from Table IV (B) for the Bachelor of Medical Science;
and
(iii) A minimum of 36 credit points of intermediate or senior Science units of study, including 24
credit points of senior Science units of study selected from the Bachelor of Medical Science Table IV
(C).

(9) For the Bachelor of Project Management component of a combined degree:
(a) Candidates must complete the core units of study as set out in the Bachelor of Project
Management Unit of Study Table.

(10) For the Bachelor of Music Studies component of a combined degree:
(a) Candidates must complete 96 credit points from the Conservatorium of Music, and reach the
minimum levels of achievement as set out in the table below:

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area of Study</td>
<td>Credit Points</td>
<td>Minimum level of achievement</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Principal Study</strong></td>
<td>36</td>
<td>Principal Study 1-6</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td></td>
<td>Instrumentation &amp; Orchestration; New Music, New Thinking; or Electroacoustic Music 1 &amp; 2; Composer Performer Workshop 1</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>6</td>
<td>6 cps Ensemble or 6 cps Composition Through Improvisation</td>
</tr>
<tr>
<td><strong>Music Skills</strong></td>
<td>24</td>
<td>18 cps of music theory and aural skills: Creative Music Technology; Sound Recording Fundamentals</td>
</tr>
<tr>
<td><strong>Analysis, History and Culture Studies</strong></td>
<td>12</td>
<td>Comp Techniques: Number &amp; Process; Comp Techniques: Tonality &amp; Process</td>
</tr>
<tr>
<td><strong>Musicology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Principal Study</strong></td>
<td>36</td>
<td>6 credit points of Historical Studies; 6 credit points of Ethnographical Studies; 6 credit points in Analytical Studies; 18 credit points in senior Musicology Studies</td>
</tr>
<tr>
<td><strong>Music Skills</strong></td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4; or Jazz Music Skills 1-4; or Music Fundamentals 1-2.</td>
</tr>
<tr>
<td><strong>Analysis, History and Culture Studies</strong></td>
<td>24</td>
<td>24 credit points from Foundation units</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Contemporary Music Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Principal Study</strong></td>
<td>36</td>
<td>Contemporary Music Practice 1-6</td>
</tr>
<tr>
<td><strong>Contemporary Music Studies</strong></td>
<td>18</td>
<td>12cps in Popular Music units</td>
</tr>
<tr>
<td><strong>Music Skills</strong></td>
<td>24</td>
<td>Fundamentals of Music 1, 2 and 3, or 18cps in Harmony &amp; Analysis, Aural Perception, or Jazz Music Skills units; 6 cps in Music Technology</td>
</tr>
<tr>
<td><strong>Analysis, History and Culture Studies</strong></td>
<td>12</td>
<td>Sounds, Screens, Speakers, New Music, New Thinking</td>
</tr>
</tbody>
</table>
7 Majors and Principal Studies

(1) For the Bachelor of Engineering component of a combined degree:
   (a) The conditions for awarding of a major, and the majors available, are the same as for the Bachelor of Engineering degree.
   (b) Where a candidate wishes to complete a major, and that major requires completion of additional credit points beyond the standard requirements, then such enrolment will be allowed for the first major to be completed, up to 24cp in total, provided the candidate utilises all allowed elective components in satisfying the requirements of the major.

(2) For the Bachelor of Arts component of a combined degree:
   (a) completion of a Table A major is a requirement. The list of Table A majors is specified in the resolutions of the Faculty of Arts and Social Sciences.

(3) For the Bachelor of Science component of a combined degree:
   (a) completion of at least one major is a requirement. The list of majors available in the Bachelor of Science is specified in the course resolutions for the Bachelor of Science.

(4) For the Bachelor of Medical Science component of a combined degree:
   (a) If the senior Science units of study completed by a candidate form a Science Table 1 major, the candidate shall have that major recorded on the Bachelor of Medical Science testamur at the completion of the degree.

(5) For the Bachelor of Commerce component of a combined degree:
   (a) completion of a major is a requirement. The majors available and requirements are outlined in the resolutions for the Bachelor of Commerce.

(6) Principal Studies available for the Bachelor of Music Studies are listed under the course resolution for the Bachelor of Music Studies.

8 Requirements for Honours

(1) Honours is available to candidates and is as defined for the constituent single degrees.
(2) Requirements for awarding of honours is as defined in the course resolutions for the constituent single degrees.

9 Award of the Degrees

(1) Candidates will be awarded a separate testamur for each degree completed.
(2) The award grades, and the criteria for the grades, are as defined in the resolutions for the constituent degrees.
(3) Candidates who do not meet the requirements for the award of the Bachelor of Engineering Honours but who have otherwise satisfied the requirements of the Bachelor of Engineering shall graduate with the Bachelor of Engineering pass degree.
(4) Candidates for the award of the Bachelor of Arts (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Arts pass degree.
(5) Candidates for the award of the Bachelor of Commerce (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Commerce pass degree.
(6) Candidates for the award of the Bachelor of Design in Architecture (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Design in Architecture pass degree.
(7) The Bachelor of Laws can be awarded in the grades of either Pass or Honours. Honours in the Bachelor of Laws is awarded in First Class or Second Class in accordance with the resolutions of the Bachelor of Laws.
(8) Candidates for the award of the Bachelor of Medical Science (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Medical Science pass degree.
(9) Candidates for the award of the Bachelor of Science (Honours) who do not meet the requirements, and who have not already graduated, will be awarded Bachelor of Science pass degree.
(10) Candidates for the award of the Bachelor of Music Studies (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Music Studies pass degree.

10 Course transfer

(1) For the Bachelor of Engineering combined with Bachelor of Arts, Bachelor of Science, Bachelor of Design in Architecture, Bachelor of Project Management, Bachelor of Medical Science, and Bachelor of Music Studies, a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering or the associated combined degree in accordance with the resolutions governing that degree.
(2) For the Bachelor of Engineering combined with Bachelor of Laws, a candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Engineering, by written
application to the Faculty of Engineering and Information Technologies, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidature in the Bachelor of Laws will cease in these circumstances. (3) For the Bachelor of Engineering combined with Bachelor of Commerce a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering or the Bachelor of Commerce in accordance with the resolutions governing that degree. Transfer from a combined degree to the Bachelor of Commerce is also conditional on the student having met the entry requirements of the Bachelor of Commerce in force at the time of their enrolment in the combined degree.

(4) Completion of the abandoned degree in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

11 Progression rules
(1) General progression rules for the combined degrees are covered by the resolutions of the Faculty of Engineering and Information Technologies.
(2) Candidates in a combined Science program with a stream in either Science (Advanced) or Science (Advanced Mathematics):
   (a) are required to maintain a minimum average mark of 65 in all intermediate and senior units of study in Science subject areas in each year of enrolment. Failure to maintain the required average will result in candidates being transferred to the Bachelor of Engineering and Bachelor of Science without stream in their next year of enrolment with full credit for the units of study completed.
   (b) who fail to achieve an average mark of 65 across all Science units of study attempted in their final year but have otherwise completed all the requirements of the degree will be awarded the Bachelor of Science.
(3) Candidates in the combined Medical Science program:
   (a) Except with the permission of the Dean, students may not enrol in an intermediate core unit of study until they have completed 42 credit points from - 12 credit points from Mathematics; and
      12 credit points from Chemistry; and
      MBLG1001/1901 Introductory Molecular Biology and Genetics; and
      6 credit points of Junior Biology; and
      12 credit points of Engineering
   (b) Students may not enrol in a Science senior unit of study until they have completed 18 credit points of intermediate core units of study including BMED2401. (4) Candidates in a combined law program:
      (a) must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study;
      (b) are required to complete the Bachelor of Laws units of study in the order listed in the Faculty of Law Undergraduate Table;
      (c) except with permission of the Dean of the Faculty of Law, candidates must complete the requirements for the Bachelor of Engineering before proceeding to Year Five of the Bachelor of Laws.

12 Transitional provisions
(1) These resolutions apply to students who commenced their candidature on or after 1 January, 2016.
(2) Students who commenced their candidature prior to 1 January, 2016 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 resolutions provided appropriate programs of study can be identified.

Bachelor of Information Technology and Bachelor of Commerce
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 [[http://www.sydney.edu.au/policies][Policy Register]].

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPITCCOM-02</td>
<td>Bachelor of Information Technology and Bachelor of Commerce</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is full time or part time. Part time students must still follow 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) Completion of a stream is a requirement of the Bachelor of Information Technology. The streams available and requirements are outlined in the resolutions for the Bachelor of Information Technology.
(2) Candidates wishing to transfer between streams should contact the Faculty student office.

4 Cross faculty management
(1) Candidates in this combined degree program will be under the general supervision of the Faculty of Engineering and Information Technologies for the duration of the combined program.
(2) The Deans of the Faculty of Engineering and Information Technologies and The University of Sydney Business School shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 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 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 Policy.

6 Requirements for award
(1) The units of study that may be taken for the Bachelor of Information Technology are set out in the Bachelor of Information Technology units of study table.
(2) The units of study that may be taken for the Bachelor of Commerce are set out in Tables A and B of the the Table of undergraduate units of study from The University of Sydney Business School.
(3) To qualify for the award of the combined degree, a candidate must successfully complete 240 credit points.
(4) For the Bachelor of Information Technology a candidate must
   a) complete 144 credit points of core units selected from the table of units for the Bachelor of Information Technology stream the candidate is pursuing;
   b) complete at least 78 credits of 3000-level or above IT units of study.
(5) For the Bachelor of Commerce a candidate must complete 96 credit points selected from Tables A and B of the the Table of undergraduate units of study from The University of Sydney Business School including:
   a) 36 credit points of core units of study (30 24 junior credit points, and six senior credit points, and a six credit point capstone); and
   b) a major.; and
   c) at least 48 credit points at 2000 and/or 3000 levels.

7 Majors
Completion of a major is a requirement for the Bachelor of Commerce. The majors available and requirements are outlined in the resolutions for the Bachelor of Commerce.

8 Requirements for the Honours degree
(1) Honours is available to meritorious candidates, in either or both the Bachelor of Information Technology or the Bachelor of Commerce. Honours requires the completion an alternative set of units in the final year of the Bachelor of Information Technology degree and of one additional full time year of study for the Bachelor of Commerce degree. The Bachelor of Commerce Honours program may be completed part time over two years with the permission of The University of Sydney Business School.
(2) Admission and award requirements for honours in the Bachelor of Information Technology are listed in the course resolution for the Bachelor of Information Technology degree. Admission and award requirements for honours in the Bachelor of Commerce are listed in the resolutions of The University of Sydney Business School.

9 Award of the degrees
(1) Candidates will be awarded a separate testamur for each degree completed.
(2) The Bachelor of Information Technology and the Bachelor of Commerce are awarded in the grades of either Pass or Honours. The honours degrees are awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Engineering and Information Technologies and The University of Sydney Business School.
Candidates who do not meet the requirements for the award of the Bachelor of Information Technology (Honours) but who have otherwise satisfied the requirements of the Bachelor of Information Technology shall graduate with the pass degree.

Candidates for the award of the Bachelor of Commerce (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

10 Course transfer
A candidate may abandon the combined program and elect to complete either the Bachelor of Engineering or the Bachelor of Commerce in accordance with the resolutions governing that degree. Transfer from a combined degree to the Bachelor of Commerce is also conditional on the student having met the entry requirements of the Bachelor of Commerce in force at the time of their enrolment in the combined degree. Completion of the abandoned degree in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

11 Transitional provisions
(1) These resolutions apply to candidates who commenced their candidature after 1 January, 2017 and candidates who commenced their candidature prior to 1 January, 2017 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2017 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

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

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCOMMED-01</td>
<td>Bachelor of Commerce/Doctor of Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is full time only.

3 Cross faculty management
(1) Candidates in this double degree program will be under the general supervision of the University of Sydney Business School until the end of the semester in which they complete the requirements for the Bachelor of Commerce. They will then be under the supervision of the Faculty of Medicine (Sydney Medical School).
(2) The University of Sydney Business School and the Faculty of Medicine shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

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) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. 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 Policy.
(2) In addition, admission to this course requires the applicant to participate in a semi structured interview. The results of this interview will form part of the ranking of applicants.
(3) The Dean may also admit to the Bachelor of Commerce/Doctor of Medicine students who:
   (a) are candidates for the Bachelor of Commerce/Bachelor of Medicine and Bachelor of Surgery; (b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and (c) have formally elected to proceed under these resolutions.

5 Requirements for award
(1) The units of study that may be taken for the course are set out in the:
   (a) Tables A, B and C of undergraduate units of study in the University of Sydney Business School; and
   (b) the table of units for the Doctor of Medicine from the Faculty of Medicine.
(2) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising: (a) 144 credit points to qualify for the award of the Bachelor of Commerce as specified in
resolutions for the Bachelor of Commerce, including 6 credit points of Junior units of study from each of the Science subject areas of Chemistry, Physics, and either Biology or Molecular Biology and Genetics (18 credit points in total);
(b) 192 credit points specified by the resolutions for the Doctor of Medicine from the Faculty of Medicine; and (c) one zero credit point Medicine unit of study in the first three years of the program.

6 Majors
Completion of a major from Table A or B is a requirement of the Bachelor of Commerce degree. A major requires the completion of 36 senior credit points. The list of majors available in the Bachelor of Commerce is specified in the course resolutions for the Bachelor of Commerce. Units of study counted towards one major may not count toward any other major completed.

7 Progression rules
(1) Candidates must complete all requirements for the degree of Bachelor of Commerce, including the designated Science units of study, in minimum time and must maintain a credit average in each year of the Bachelor of Commerce, this being the minimum achievement required for admission to candidature for the Doctor of Medicine. 
(2) Failure to maintain the required progression and minimum result requirements will result in candidates being transferred from the double degree program to a Bachelor of Commerce degree with full credit for all units of study successfully completed.
(3) Full-time Students must enrol in all junior core units of study for the Bachelor of Commerce within the first year of enrolment.
(4) Students must enrol in the capstone unit of study for the Bachelor of Commerce in the final semester of the Commerce degree.

8 Requirements for the Honours degree
(1) Honours is available to meritorious candidates in the Bachelor of Commerce. 
(2) Honours in the Bachelor of Commerce requires an additional year of full time study after the completion of the pass degree. Admission, requirements and award of honours are according to the Resolutions of the University of Sydney Business School. Candidates who qualify to undertake honours in the Bachelor of Commerce degree may elect to do so either:
   (a) by suspending candidature from the Doctor of Medicine degree for one year, with the permission of the Faculty of Medicine; or
   (b) after completion of the double degree program.

9 Award of the degrees
(1) The Bachelor of Commerce 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 conditions specified in the Resolutions of the University of Sydney Business School.
(2) Candidates for the award of an Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree. (3) The Doctor of Medicine is awarded as a Pass grade.

10 Cross-institutional study
Cross institutional study is not available in this double degree course.

11 Course transfer
A candidate may abandon the double degree program and elect to complete the Bachelor of Commerce in accordance with the resolutions governing that degree. Completion of the Doctor of Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

12 Credit for previous study
It is not possible for candidates enrolled in the Bachelor of Commerce/Doctor of Medicine to obtain credit for previous studies, except where approved by the Dean of Medicine for the purposes of subclause 4(3).

13 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January 2014.
(2) These resolutions also apply to students who have been admitted to the degree in accordance with subclause 4(3).
11.2.2(1) Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours, Bachelor of Engineering Honours combined degrees

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

Part 1: Course Enrolment

Terminology: In the following resolutions, all reference to the Bachelor of Engineering degree applies to both the Bachelor of Engineering and Bachelor of Engineering Honours, except where otherwise indicated.

1 Enrolment Restrictions
(1) Except where explicitly listed in a Faculty recommended program of enrolment, or with the permission of the Dean or delegate, an undergraduate student shall satisfy the following enrolment requirements.
   (a) No more than 26 credit points in either semester one or two;
   (b) No more than 12 credit points in the summer session and 6 credit points in the winter session;
   (c) A student may enrol only:
      (i) in level 1000 units of study during their first year;
      (ii) in level 1000 or 2000 units of study during their second year;
   (d) A student shall enrol in lower year level core units of study as a priority above any higher year level units of study irrespective of meeting any prerequisite requirements of the higher year units.

2 Flexible First Year
(1) Undergraduate students entering first year of the Engineering courses in Semester 1 may choose to undertake the Flexible First Year program, instead of choosing a particular degree or stream. Flexible First Year is not available for entry mid-year.
(2) Students gaining entry to any of the Bachelor of Engineering combined degrees may also choose to undertake the Flexible First Year program.
(3) The Flexible First Year Program has a common first semester as listed in the Flexible First Year Table. Students are then able to transfer prior to Semester 2 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.
(4) 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 attaining high average marks in the Flexible First Year Program will be eligible to apply for transfer into higher ATAR cut-off programs. See transfer requirements in the table shown below. These conditions will also apply for combined degree candidates.
(5) Degree/stream transfer table

<table>
<thead>
<tr>
<th>Degree/Stream</th>
<th>AAM Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Space Programs</td>
<td>75</td>
</tr>
<tr>
<td>BE (Aeronautical)</td>
<td>65</td>
</tr>
<tr>
<td>BE (Biomedical)</td>
<td>65</td>
</tr>
<tr>
<td>BE (Chemical and Biomolecular)</td>
<td>always allowed</td>
</tr>
<tr>
<td>BE (Civil)</td>
<td>always allowed</td>
</tr>
<tr>
<td>BE (Electrical)</td>
<td>always allowed</td>
</tr>
<tr>
<td>BE (Mechanical)</td>
<td>always allowed</td>
</tr>
<tr>
<td>BE (Mechatronic)</td>
<td>70</td>
</tr>
<tr>
<td>BE (Software)</td>
<td>65</td>
</tr>
</tbody>
</table>

2 Transferring Between Streams or Degrees
(1) Students admitted to Bachelor of Engineering, Bachelor of Information Technology, Bachelor of Computer Science and Technology, or Bachelor of Project Management single degrees, or the Bachelor of Engineering / Bachelor of Project Management combined degree can apply for transfer between these degrees or transfer between streams within the degrees. Approval is required from the Dean (or delegate). Students in combined degrees can change the stream of the BEHons portion of
(1) Students admitted to specific postgraduate degrees or streams wishing to transfer between
degrees or streams managed by the Faculty need to apply to the Faculty and obtain the approval of the
Dean (or delegate). Students will be assessed based on their progress in their current degree or
stream and must be able to show that they meet the criteria that apply to commencing students.

3 Time Limits
(1) Except where specific course resolutions specify alternative requirements, the following
conditions must be met:

(a) A student must complete all the requirements for a coursework doctorate, within ten
calendar years of first enrolment;
(b) A student must complete all the requirements for a combined BEHons, single or combined
BIT, and BCST within ten calendar years of first enrolment;
(c) A student must complete all the requirements for a single (non combined) BEHons or BPM
within the lesser of 16 enrolled semesters or ten calendar years of first enrolment;
(d) A student must complete all the requirements for a graduate certificate within two calendar
years of first enrolment; completing in a minimum of 1 semester and a maximum of 4 semesters
(e) A student must complete all the requirements for a graduate diploma within four calendar
years of first enrolment; completing in a minimum of 2 semesters and a maximum of 6 semesters
(f) A student must complete all the requirements for a master's degree within six calendar
years of first enrolment; completing in a minimum of 2 semesters and a maximum of 8 semesters.

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

(3) Credit will not be granted for prior learning older than 10 years at the time of first enrolment.

4 Suspension, Discontinuation and Lapse of Candidature
The Coursework Rule specifies the conditions for suspending or discontinuing candidature, and return
to candidature after these events. The Rule also defines the circumstances when candidature is
deemed to have lapsed. Students seeking to suspend, discontinue or apply for a return to candidature
after a lapse must apply to the Dean of Engineering and Information Technologies or their delegate for
permission, supplying detailed reasons and evidence to support the request.

5 Credit for Previous Study
(1) Conditions for the granting of credit for previous study are in accordance with the Coursework
Rule, except:

(a) the maximum credit that may be granted to the Bachelor of Engineering degree, Bachelor of
Engineering combined degrees, Bachelor of Information Technology degree or Bachelor of information
Technology combined degrees is 96 credit points;
(b) the maximum credit that may be granted to the Bachelor of Computer Science and
Technology or Bachelor of Science and Technology(Advanced) or Bachelor of Project Management is
48 credit points; and
(c) credit for prior learning at the University of Sydney at postgraduate level may be given
subject to the approval of the Faculty and to the following conditions:

(i) where no award has been conferred, credit may be transferred in full to the Graduate
Diploma and Master degree;
(ii) if an award has been conferred credit to a limit of 12 credit points may be transferred.
(d) credit for prior learning at postgraduate level at an external institution recognised by the
University of Sydney may be granted as follows:

(i) where no award has been conferred credit to a maximum of 50 percent of the degree may be
approved, provided units of study have been completed at credit average and are equivalent to units of
study offered under the degree being taken;
(ii) where an award has been conferred credit to a maximum of 12 credit points may be
approved provided units of study have been completed at credit average and are equivalent to units of
study offered under the degree being taken;
(iii) credit will not be granted for recognised prior learning older than 10 years at the time of
first enrolment.

(e) where Course resolutions make other specifications.

Part 2: Unit of Study Enrolment
6 Cross-institutional Study
(1) Provided permission has been obtained in advance, the Dean (or delegate) may permit a
student to complete a unit of study at another institution and have that unit credited to the student's
course requirements, provided that:
(a) the resolutions of the student’s course of enrolment do not specifically exclude cross-institutional study; and either
(b) the unit of study content is not taught in any corresponding unit of study at the University; or
(c) the student is unable, for good reason, to attend a corresponding unit of study at the University.

7 International Exchange
The Faculty encourages students to participate in international exchange programs, except where specified otherwise in the resolutions for a particular course. Students must apply to the Head of the relevant School of Engineering and Information Technologies to obtain approval for their planned enrolment while on exchange. This guarantees that the units completed externally will be correctly matched to the core requirements of their Course.

Part 3: Studying and Assessment

8 Attendance
(1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non-attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be a requirement of any unit of study.
(2) Students are expected to attend a minimum of 90 percent of timetabled activities for a unit of study, unless granted exemption by the Dean or Head of School most concerned. The Dean or Head of School most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90 percent.

9 Special Consideration for Illness, Injury or Misadventure
Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy and procedures.

10 Concessional Pass
In this Faculty the grade PCON (Concessional Pass) is not awarded.

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

Part 4: Progression, Results and Graduation

12 Satisfactory Progress
The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

13 Award of the Bachelor’s Degree with Honours
Honours is available to students as either appended honours or integrated honours. Admission, requirements and award for the honours courses are in accordance with the relevant course resolutions.

14 Faculty of Engineering and Information Technologies Specific Weighted Average Mark Indicators.
(1) The Weighted Average Mark (WAM) is calculated by the formula:

\[
WAM = \frac{\sum (CPi \times Mi)}{\sum (CPi)}
\]

where
(a) CPi is the number of credit points for the unit of study.
(b) Mi is the mark achieved for the unit of study.
(2) The Engineering Weighted Average Mark (EWAM) is calculated by the formula:

\[
EWAM = \frac{\sum (Wi \times CPi \times Mi)}{\sum (Wi \times CPi)}
\]

where
(a) Wi is the weighting given by 0 for 1000 level units of study, 2 for 2000 level units, 3 for 3000 level units and 4 for 4000 level or above units.
(b) CPi is the number of credit points for the unit of study.
(c) Mi is the mark achieved for the unit of study.
All attempts at units of study are included except for: units of study assessed on a pass/fail basis; units of study with a grade of DNF; and credited units of study from other institutions. The mark used for units of study with a grade of AF or DF is zero. For combined degree students, only units of study within the Bachelor of Engineering tables are included.

1 The Engineering Integrated Honours Weighted Average Mark (EIHWAM) is calculated using the same formula as the EWAM in Clause 15.1 with the additional condition that thesis units of study are given a double weighting of 8.

15 University Medal
A student who has qualified for the award with first class honours and has an EIHWAM of 85 or above, and who has demonstrated excellence in their honours thesis will be considered for the award of a University Medal. The Medal is awarded at the discretion of the Dean or relevant Associate Dean, after the recommendation of the relevant Head of School, to the highest achieving students who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Rule.

Part 5: Other

16 Transitional Provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2016.
(2) Students who commenced prior to 1 January, 2016 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 resolutions provided appropriate programs of study can be identified.
Academic Board Report of the Undergraduate Studies Committee – Appendix E

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 Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

Terminology: In the following resolutions, all references to the Bachelor of Engineering degree apply to both the Bachelor of Engineering and Bachelor of Engineering Honours degrees, except where otherwise indicated.

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>
<tr>
<td>BUENGINE</td>
<td>Bachelor of Engineering</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

(a) School of Aerospace, Mechanical and Mechatronic Engineering
   (I) Aeronautical Engineering
   (II) Mechanical Engineering
   (III) Mechatronic Engineering
   (IV) Biomedical Engineering
(b) School of Chemical and Biomolecular Engineering
   (I) Chemical and Biomolecular Engineering
(c) School of Civil Engineering
   (I) Civil Engineering
(d) School of Electrical and Information Engineering
   (I) Electrical Engineering
   (V) Software Engineering

Completion of a stream is a requirement of the course.

Students may apply to change streams by direct application to the Faculty Office. Approval is required from the relevant Associate Dean (or his/her delegate) 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.

Flexible First Year

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.

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.

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 policies are found in the Coursework Rule.

5 Requirements for Award

(1) The units of study that may be taken for the course are set out in the Bachelor of Engineering Flexible First Year Table of units of study, the Bachelor of Engineering Core Table, the Bachelor of Engineering Stream Core Tables, and the Bachelor of Engineering 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; and

(b) have an EWAM of at least 65 immediately prior to the semester in which a thesis unit of study is first attempted; and

(c) have an EIHWAM of at least 65 at the completion of the degree; and

(d) complete the requirements within a time limit of 5 years for a single Bachelor of Engineering Honours degree or complete the requirements within a time limit of 6 years for a Bachelor of Engineering Honours combined degree.

(3) Candidates who satisfy Clause 5.2(a), but who have not satisfied all of clauses 5.2(b), 5.2(c) and 5.2(d), will qualify for the award of the Bachelor of Engineering degree (i.e. the pass degree, awarded without honours).

(4) The class of Honours will be determined by the EIHWAM.

(5) In exceptional circumstances, the Dean may vary the conditions for the award of Honours after seeking the advice of the relevant Head of School.

6 Level of Honours Awarded

(1) The Bachelor of Engineering Honours degree is awarded in classes ranging from First Class to Second Class, Division Two. 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>
</tr>
</thead>
<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>
</tbody>
</table>

1 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)(a) and where they satisfy the requirements for those majors. When completing multiple majors, no 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. There are no restrictions on students attempting majors other than the Space Engineering major.

(3) A major requires:

(a) the completion of 24 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) Computer Engineering
8 Transitional Provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2016 and students who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2016 may:

(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.
Minor Course Amendment Proposal

Faculty: Faculty of Engineering and Information Technologies

Contact person: Dr Bing Bing Zhou ext. 69112, Christine Lacey ext. 40678

1. Name of award course

Bachelor of Computer Science and Technology
Bachelor of Computer Science and Technology (Advanced)
Bachelor of Information Technology

2. Purpose of proposal

The Faculty of Engineering and Information Technologies proposes to increase the minimum requirement for 3000 level units in the Bachelor of Computer Science and Technology, the Bachelor of Computer Science and Technology (Advanced) and Bachelor of Information Technology from 36 credit points to 42 credit points.

It is further proposed to increase the minimum requirement of 3000 level or higher units of study in the Bachelor of Information Technology from 84 credit points to 90 credit points.

The primary reason for the change is to match the ACM specified computer science curriculum and to reduce the number of free electives available in the course in order to be better in line with our Faculty engineering degrees.

In 2012 SIT proposed a number of changes to the BCST and BIT relating to the third year of study for both degrees which was approved by the Faculty UG Committee. They include (but not restricted to) the following

- there are 3 units (18 CP) in the "Third year core units of study for ..."
- "Student must complete at least 24 crpts" under the "Third year recommended elective units of study for ..."
- as a result, the handbook has made it implicit for a student to complete 42 (18+24) credit points of units of third year core & recommended units in the third year of study for both the BCST and BIT.

However this information (the summary of minimum third year IT subjects) is not reflected in the relevant section of the course resolutions.

3. Details of amendment

Changes to BCST and BCST(Adv) Degree Resolutions Section 4.2 (d) as per Appendix A and to BIT Degree Resolutions Section 4.2 (d) as per Appendix B.

4. Transitional arrangements

The change will apply to students commencing 2016 and later. Continuing students who commenced prior to 2016 will be recommended to enrol in the higher number of credit points of 3000 level units.

5. Other relevant information

N/A

6. Signature of Dean

2 December 2015 Page E41
Appendix A

Bachelor of Computer Science and Technology
Bachelor of Computer Science and Technology (Advanced) Bachelor of Computer Science and Technology (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) 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>BPCSTECN</td>
<td>Bachelor of Computer Science and Technology</td>
</tr>
<tr>
<td>BPCSTECN</td>
<td>Bachelor of Computer Science and Technology (Advanced)</td>
</tr>
<tr>
<td>BHCSTECH</td>
<td>Bachelor of Computer Science and Technology (Honours)</td>
</tr>
<tr>
<td>BHCSTECH</td>
<td>Bachelor of Computer Science and Technology (Advanced) (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 follow 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 Admission to candidature

(1) Admission to these courses 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) Candidates for the Bachelor of Science at the University of Sydney may apply to transfer their candidature to the Bachelor of Computer Science and Technology, or the Advanced degree, providing that the applicant has completed 1000-level units of study in mathematics and computer science equivalent to the those specified in the Bachelor of Computer Science and Technology table of units.

4 Requirements for award

(1) The units of study that may be taken for the degrees are set out in the table of units of study: Bachelor of Computer Science and Technology.

(2) To qualify for the award of the Bachelor of Computer Science and Technology, a candidate must successfully complete 144 credit points, comprising:

(a) at least 114 credit points from core and recommended elective units;

(b) 18 credit points of selected Mathematics and Statistics units, with at least six credit points at 2000-level or above;

(c) a maximum of 30 credit points of elective units of study for either a Computer Science stream or an Information Systems stream shown in the units of study tables for this course;

(d) and ensuring

(I) no more than 72 credit points in junior (1000-level) units of study; and

(II) at least 42 credit points in 3000-level or above units of study.

(3) To qualify for the award of the Bachelor of Computer Science and Technology (Advanced), a candidate must successfully complete 144 credit points specified in the Bachelor of Computer Science and Technology above, except:

(a) a minimum of 12 credit points of 2000-level core and recommended elective units are at the Advanced level; and

(b) a minimum of 12 credit points of 3000-level core and recommended elective units are at the Advanced level.

5 Streams

(1) Completion of a stream is a requirement of the course. Candidates have the option of completing up to two streams. Candidates must follow the progression of study as prescribed by the table of units of study for the stream. Units of study counted towards one stream may not count toward
any other stream completed. The streams available are:
(a) Computer Science
(b) Information Systems.

6 Progression rules
Candidates for the Bachelor of Computer Science and Technology (Advanced) must maintain a credit average in each year of enrolment. If this level of result is not achieved, candidates will be transferred to the Bachelor of Computer Science and Technology degree program with full credit for units of study already completed.

7 Requirements for the Honours degree
(1) Honours is available to meritorious candidates who complete an additional year of full-time study, after the completion of the pass degree. Part-time study is permitted if the Head of School is satisfied the candidate cannot undertake full-time study.
(2) To qualify for admission to the honours year a candidate should:
(a) have qualified for, or been awarded, the pass degree or an equivalent degree from another university, including a stream or major in the intended area of study;
(b) Admission to the Honours program is by permission of the program coordinator after the completion of the necessary pre-requisites of the Honours Thesis and any other other applicable progression requirements. Admission requires an HWAM of at least 65 calculated at the end of the semester immediately prior to the commencement of Honours.
(c) have the permission of the relevant Head of School.
(3) To qualify for the award of the honours degree a candidate must complete 48 credit points of honours units of study from the Honours Table, as prescribed by the Head of School. The honours mark is determined by calculating a WAM from the 48 credit points of honours level units of study.
(4) Candidates qualified to enrol in two honours streams may either:
(a) complete the honours courses in the two streams separately and in succession; or
(b) complete a joint honours course, equivalent to an honours course in a single stream, in the two streams.
(5) A joint honours course shall comprise such parts of the two honours courses as may be decided by the Head of School.

8 Award of the degree
(1) The Bachelor of Computer Science and Technology and the Bachelor of Computer Science and Technology (Advanced) are awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class as below:

<table>
<thead>
<tr>
<th>Description</th>
<th>Honours Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>80 &lt;= WAM</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 &lt;= WAM &lt; 80</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 &lt;= WAM &lt; 75</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 &lt;= WAM &lt; 70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>WAM &lt; 65</td>
</tr>
</tbody>
</table>

(2) Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

9 University Medal
A student with an honours mark of 90 or above and a minimum ISWAM of 80 may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Rule.

10 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2013 and students who commenced their candidature prior to 1 January, 2013 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2013 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Appendix B

Bachelor of Information Technology
Bachelor of Information Technology (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) 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>BPINFTEC</td>
<td>Bachelor of Information Technology</td>
</tr>
<tr>
<td>BHINFTEH</td>
<td>Bachelor of Information Technology (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 follow 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 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) Applicants from other Engineering and Information Technologies or Science degree programs at the University of Sydney who have completed at least 48 credit points may be permitted to transfer to the Bachelor of Information Technology degree if their mark averaged over all attempted units of study is 70 or greater.

4 Requirements for award
(1) The units of study that may be taken for the courses are set out in the Bachelor of Information Technology units of study table.

(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points, comprising:
   (a) a minimum of 144 credit points of core and selected core units of study in the chosen stream; and
   (b) 18 credit points of selected Mathematics and Statistics units, with at least six credit points at 2000-level or above; and
   (c) 30 credit points of elective units of study;
   (d) and ensuring:
      (I) no more than 72 credit points in junior (1000-level) units of study, and
      (II) at least 84 90 credit points in 3000-level or above units of study.

5 Streams
(1) Completion of a stream is a requirement of the course. Candidates have the option of completing up to two streams. Candidates must follow the progression of study as prescribed by the table of units of study for the stream. The streams available are:
   (a) Computer Science
   (b) Information Systems.

6 Progression rules
Candidates must maintain a credit average in 1000 and 2000-level core units. If this level of result is not achieved, candidates will be transferred to the Bachelor of Computer Science and Technology degree program with full credit for units of study already completed.

7 Requirements for the Honours degree
(1) Honours is available to meritorious candidates who complete an alternative set of units of study in the final year of the program. Candidates shall complete the requirements for the honours course full-
time over two consecutive semesters. Part-time study is permitted if the Head of Department/ Discipline/ Program Coordinator is satisfied the candidate cannot undertake full-time study.

(2) Admission to the honours program is by permission of the program coordinator after the completion of third year. Admission to the Honours program is by permission of the program coordinator after the completion of the necessary pre requisites of the Honours Thesis and any other applicable progression requirements. Admission requires an HWAM of at least 65 calculated at the end of the semester immediately prior to the commencement of Honours.

(3) To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative 24 credit point honours pathway described in the table of units for the degree, 24 credit points in 4000 or 5000-level selected core units of study and achieve a Computer Science Honours Result of 65 or above. Completion of the degree is required in the minimum standard full time duration. The honours mark will be determined by calculating the WAM in all 4000 and 5000-level units completed.

(4) Candidates qualified to enrol in two honours courses may either:

(a) complete the honours courses in the two streams separately and in succession; or

(b) complete a joint honours course, equivalent to an honours course in a single stream, in the two streams.

(5) A joint honours course shall comprise such parts of the two honours courses as may be decided by the Dean.

8 Award of the degree

(1) The Bachelor of Information Technology is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class as below:

<table>
<thead>
<tr>
<th>Description</th>
<th>Honours Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>80 &lt;= WAM</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 &lt;= WAM &lt; 80</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 &lt;= WAM &lt; 75</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 &lt;= WAM &lt; 70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>WAM &lt; 65</td>
</tr>
</tbody>
</table>

(2) A candidate who does not meet the requirements for the award of honours but who have otherwise satisfied the requirements of the Bachelor of Information Technology shall graduate with the pass degree.

9 University Medal

A student with an honours mark of 90 or above and a minimum ISWAM of 80 may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Rule.

10 Course transfer

(1) Candidates may apply to the Dean for permission to transfer candidature to the Bachelor of Computer Science and Technology. There is no WAM requirement for candidates wishing to transfer to the standard Bachelor of Computer Science and Technology degree.

(2) Candidates enrolled in the Bachelor of Information Technology who have satisfied the requirements of the Bachelor of Science, Bachelor of Science (Advanced), Bachelor of Computer Science and Technology or Bachelor of Computer Science and Technology (Advanced) may elect to transfer to such degree with the permission of the faculty.

11 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
11.2.2.3(1) Faculty of Health Sciences: Bachelor of Applied Science (Physiotherapy) Pass and Honours

Minor Course Amendment Proposal

Faculty: Health Sciences

Contact person: Dr Martin Mackey / Clare Higgins

1. Name of award course
   Bachelor of Applied Science (Physiotherapy) Pass and Honours

2. Purpose of proposal
   To amend the course resolutions to more accurately describe the requirements of the course.

3. Details of amendment
   In 2012, Academic Board approved a proposal to amend the Bachelor of Applied Science (Physiotherapy) Pass and Honours. The course proposal included a number of units titled ‘Elective Studies’ in Year 3 and 4 of the curriculum.

   It has become apparent that the ‘Elective Studies’ units were treated as core units for the purpose of the course proposal – and this was reflected in the course resolution requiring students to complete 192 credit points of ‘core units’. However, this resolution is in disagreement with the intention of the ‘Elective Studies’ units, which were to allow opportunities for choice of elective content in Year 3 and Year 4 of the program.

   As Year 3 and Year 4 have been implemented during 2015 and 2016, the ‘Elective Studies’ units have been interchanged with a selection of elective units.

   As such, a minor amendment is proposed to the Requirements for Award listed in the Course Resolutions, to bring these requirements in line with both the intention of the original proposal, and with current practice.

Bachelor of Applied Science (Physiotherapy)
Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASPHYS-06</td>
<td>Bachelor of Applied Science (Physiotherapy)</td>
</tr>
<tr>
<td>BHASPHYH-05</td>
<td>Bachelor of Applied Science (Physiotherapy)(Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern
   The attendance pattern for these courses is full time only.

3 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 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.

4 Requirements for award
   (1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Physiotherapy).
   (2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of core units of study, comprising 174 credit points of core units of study, and 18 credit points of elective units of study.

5 Requirements for the Honours degree
   (1) Honours is available to meritorious students who complete an alternative set of units of study in the third and fourth years of the program. Admission to the honours program is by
permission of the program coordinator after the completion of the first semester of the second year. Admission requires a credit or higher average without any fail grades in units of study completed to that point.

(2) To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative 18 credit point unit of study listed in the Honours pathway section of the Physiotherapy Table of units of study.

6 Award of the degree
(1) The Bachelor of Applied Science (Physiotherapy) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

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

7 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2013 and students who commenced their candidature prior to 1 January, 2013 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2013 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2017. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

4. Transitional arrangements
It is proposed that this amendment apply to all students who commenced their candidature after 1 January, 2013, given that the change better reflects the course as it is currently offered.

5. Other relevant information

6. Signature of Dean
11.2.2.3(2) Faculty of Health Sciences: Bachelor of Applied Science (Exercise and Sport Science), Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics, Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Speech Pathology), Bachelor of Health Sciences

Minor Course Amendment Proposal

Faculty: Health Sciences

Contact person: A/Prof Corinne Caillaud / Clare Higgins

1. Name of award course
Bachelor of Applied Science (Exercise and Sport Science)
Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics
Bachelor of Applied Science (Exercise Physiology)
Bachelor of Applied Science (Occupational Therapy)
Bachelor of Applied Science (Speech Pathology)
Bachelor of Health Sciences

2. Purpose of proposal
To update the 'Assumed Knowledge and Special Entry Requirements', as referenced in clause 49 of the Coursework Policy 2014, for undergraduate courses in Health Sciences.

3. Details of amendment
Amendments are proposed for the schedule of Assumed Knowledge and Recommended Studies. These amendments are to correct transcription error in the document, to bring the approved schedule in line with updated details in other published documents (including the UAC Guide), and to streamline information provided to prospective students, to ensure the most important subjects are communicated clearly.

The amendments outlined below will take effect from 2017.

<table>
<thead>
<tr>
<th>Course</th>
<th>Assumed Knowledge</th>
<th>Recommended Studies</th>
<th>Special Entry Requirements or Other information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science (Diagnostic Radiography)</td>
<td>Mathematics plus one of Biology, Chemistry or Physics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
<td>Mathematics, Chemistry.</td>
<td>Physics, Biology, Personal Development, Health and Physical Education (PDHPE)</td>
<td>A bridging course in grammatical analysis is recommended for all students.</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise and Sport Science)</td>
<td>Mathematics, Chemistry.</td>
<td>Physics, Biology, Personal Development, Health and Physical Education (PDHPE)</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
<td>Biology or Chemistry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology)</td>
<td>English (Advanced).</td>
<td></td>
<td>A bridging course in grammatical analysis is</td>
</tr>
</tbody>
</table>
### Bachelor of Health Sciences
- Movement Science major – Mathematics, Chemistry.
- Hearing and Speech major – English (Advanced)

### Bachelor of Applied Science (Exercise and Sport Science)/Master Nutrition and Dietetics
- Mathematics, Chemistry.
- Physics, Biology, Personal Development, Health and Physical Education (PDHPE)

#### 4. Transitional arrangements
N/A

#### 5. Other relevant information
N/A

#### 6. Signature of Dean

---

2 December 2015
1. **Name of award course**
   Bachelor of Applied Science (Diagnostic Radiography)
   Bachelor of Applied Science (Exercise Physiology)
   Bachelor of Applied Science (Occupational Therapy)
   Bachelor of Applied Science (Physiotherapy)
   Bachelor of Applied Science (Speech Pathology)

2. **Purpose of proposal**
   To update the Flexible Entry Scheme Criteria, as referenced in clause 26 of the Coursework Policy 2014, for undergraduate courses in Health Sciences.

3. **Details of amendment**
   An amendment is proposed to the schedule of Flexible Entry Scheme Criteria, to communicate more realistic expectations relating to Flexible Entry to undergraduate courses in the Faculty of Health Sciences, reflecting the consistently high demand and high academic standards required for admission to these courses. The amendments outlined below will take effect from 2017.

<table>
<thead>
<tr>
<th>Faculty/degree</th>
<th>UAC Code</th>
<th>Relevant HSC subjects</th>
<th>Relevant extra-curricular activities / Demonstrated aptitude for course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
<td>512652</td>
<td>Band 4 Band 5 and above in at least two of: Advanced English, Mathematics (not General), Biology, Chemistry Physics</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
<td>512600</td>
<td>Mathematics (not General), Biology, Chemistry Physics or Band 5 in at least one of the aforementioned subjects and Band 3 in at least one of Mathematics Ext 1 or Mathematics Ext 2</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology)</td>
<td>512610</td>
<td>Band 4 and above in at least two of: Advanced English, Mathematics (not General), Biology, Chemistry Physics</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science (Diagnostic Radiography)</td>
<td>512XXX 512630</td>
<td>Band 4 and above in at least two of: Advanced English, Mathematics (not General), Biology, Chemistry Physics</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science (Physiotherapy)</td>
<td>512605</td>
<td>Band 4 and above in at least two of: Advanced English, Mathematics (not General), Biology, Chemistry Physics</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise &amp; Sport Science) / Master of Nutrition &amp; Dietetics</td>
<td>512658</td>
<td>Band 4 and above in at least two of: Advanced English, Mathematics (not General), Biology, Chemistry Physics</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise &amp; Sport Science)</td>
<td>512655</td>
<td>Band 4 and above in at least two of: Advanced English, Mathematics (not General), Biology, Chemistry Physics</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Health Sciences</td>
<td>512670</td>
<td>Band 4 and above in at least two of: Advanced English, Mathematics (not General), Biology, Chemistry Physics</td>
<td></td>
</tr>
</tbody>
</table>

4. **Transitional arrangements**
   N/A

5. **Other relevant information**
   N/A

6. **Signature of Dean**
   2 December 2015
Minor Course Amendment Proposal

Faculty: Sydney Nursing School

Contact person: Jacqueline Bloomfield

1. Name of award course
   Bachelor of Arts/Master of Nursing
   Bachelor of Science/Master of Nursing
   Bachelor of Health Science/Master of Nursing

2. Purpose of proposal
   Please find following clarification regarding the progression rules for the aforementioned combined degrees.

3. Details of amendment
   Sydney Nursing School seek the Under Graduate Committee’s approval for the following progression rules for the Bachelor of Arts / Master of Nursing, Bachelor of Science/Master of Nursing and the Bachelor of Health Science/Master of Nursing:

8 Progression rules

1) Candidates are required to complete their first successfully complete 48 credit points in the first year (part time equivalent) with an average mark of at least 65 including credit granted from previous study to remain in the combined degree program and commence Master of Nursing units of study. Candidates who do not achieve this mark may not continue in the program; however, they may elect to transfer to the single Bachelor of Arts / Health Sciences / Science degree.

2) Candidates may not commence Master of Nursing units of study until satisfactorily completing 48 credits points in the Bachelor of Arts / Health Sciences / Science component. The Bachelor of Arts / Health Sciences / Science component must be completed before continuing to the fourth and final year of the combined degree.

3) All candidates must successfully complete all Year One Master of Nursing units of study before progressing to Year Two Master of Nursing units of study.

4) In exceptional circumstances a candidate may be allowed to progress to the next stage with approval by the Dean of the Faculty of Nursing and Midwifery.

Also in the Combined degree course overview I would like to recommend that the following be removed (3rd paragraph):

Generally students are not permitted to continue their enrolment in the combined degree if they do not have a credit average at the end of Year 1. If you are not successful in attaining a credit average in Year 1 then you may complete the undergraduate degree before commencing study in the Master of Nursing. This pathway would require an additional year of study.

4. Transitional arrangements
   Transitional arrangements not required.

5. Other relevant information

6. Signature of Dean

2 December 2015
Minor Course Amendment Proposal

Faculty: Sydney College of the Arts

Contact person: Andrew Lavery

1. Name of award course
   Faculty resolutions of the Sydney College of the Arts

2. Purpose of proposal
   • To amend section 1(3) of the Faculty resolutions to bring in line with the Coursework Rule that stipulates maximum period for suspension and recently removed restriction on suspension in the BVA (Honours) resolutions.
   • To amend section 13 (1) WAM calculation formula according to AF mark range in the Schedule 1 of the Coursework Policy

3. Details of amendment

   Resolutions of the Sydney College of the Arts for coursework awards
   Part 1: Course enrolment
   1 Enrolment restrictions

   3 Suspension, discontinuation and lapse of candidature
   Suspension of candidature is governed by the Coursework Policy Rule, except that:
   (a) the maximum period of suspension of candidature permitted by the Faculty in any course is one year; and
   (b) no suspension of candidature will be granted from an undergraduate honours year.

   4 Credit for previous study
   A student may be granted credit towards an award course on the basis of studies, regarded by the dean as equivalent in workload and academic standard, successfully completed at this or another university or tertiary institution. Credit will be granted according to the provisions of the Coursework Policy Rule.

   13 Weighted average mark (WAM)
   (1) The University WAM is calculated using the following formula:

   \[
   WAM = \frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)}
   \]

   Where Wc is the unit of study credit points multiplied by the unit weighting and Mc is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted. However, the marks from all attempts at a unit of study are included.

4. Transitional arrangements
   (1) These resolutions apply to students, who commenced their candidature after 1 January, 2016 and students, who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions.
   (2) Students, who commenced prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2019. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

5. Other relevant information
   N/A

6. Signature of Dean
   
   2 December 2015
Snapshot of Honours at The University of Sydney, 2014

Summarising points

• Approximately 670 students completed appended Hons in 2014 (700 in 2013); approximately 700 students completed embedded Hons in 2014 (630 in 2013)

• Aggregated by faculty, the proportion of Hons I graduates from the entire Year cohort generally ranges from 10-20%, regardless of whether the Hons program is appended or embedded

• Aggregated by faculty, the proportion of Hons I graduates from the entire Hons cohort generally ranges from 50-75%, regardless of whether the Hons program is appended or embedded

• Aggregated by faculty, the proportion of Hons students receiving a UM is generally 7% or less

• For several faculties, there is considerable range in the proportions of students attempting Hons, the proportion of Hons students achieving Hons I, and the proportions of Hons students receiving a UM

• There’s been a marked fall in the number of Law Hons graduates, as foreshadowed by the Faculty – Health Sciences comes into the top six faculties based on number of Hons graduates

• Engineering takes over as the Faculty with the most Hons graduates

![University-wide Hons completions](chart.png)
<table>
<thead>
<tr>
<th>Faculty</th>
<th>No. 3 yr Pass students 2013</th>
<th>Appended Hons students 2014</th>
<th>No. 4 yr students 2014</th>
<th>Embedded Hons students 2014</th>
<th>Hons I % of entire cohort*</th>
<th>Hons I % of Hons cohort</th>
<th>UM % of Hons cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Environment</td>
<td>2</td>
<td>13</td>
<td>128</td>
<td>50</td>
<td>22</td>
<td>51</td>
<td>5</td>
</tr>
<tr>
<td>Architecture, Design &amp; Planning</td>
<td>167</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>60</td>
<td>40</td>
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<tr>
<td>Arts &amp; Social Sciences</td>
<td>1546</td>
<td>255</td>
<td>0</td>
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<td>10</td>
<td>72</td>
<td>5</td>
</tr>
<tr>
<td>Business</td>
<td>954</td>
<td>49</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>73</td>
<td>4</td>
</tr>
<tr>
<td>Education &amp; Social Work</td>
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<td>0</td>
<td>377</td>
<td>63</td>
<td>14</td>
<td>84</td>
<td>10</td>
</tr>
<tr>
<td>Engineering &amp; Inf. Tech.</td>
<td>48</td>
<td>3</td>
<td>588</td>
<td>361</td>
<td>28</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Health Sciences</td>
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<td>320</td>
<td>56</td>
<td>10</td>
<td>88</td>
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<tr>
<td>Medicine</td>
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<td>298</td>
<td>29</td>
<td>9</td>
<td>90</td>
<td>7</td>
</tr>
<tr>
<td>Nursing &amp; Midwifery</td>
<td>93</td>
<td>2</td>
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<td>100</td>
<td>0</td>
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<tr>
<td>Pharmacy</td>
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<td>252</td>
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<td>15</td>
<td>69</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>987</td>
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<td>17</td>
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<td>7</td>
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<tr>
<td>Sydney College of the Arts</td>
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<td>63</td>
<td>2</td>
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<tr>
<td>Sydney Conservatorium of Music</td>
<td>45</td>
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<td>109</td>
<td>28</td>
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<td>Veterinary Science</td>
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<td>0</td>
<td>178</td>
<td>47</td>
<td>19</td>
<td>70</td>
<td>6</td>
</tr>
</tbody>
</table>

* For appended programs, entire cohort is the Year 3 pass cohort + Year 4 Hons cohort

Note: Dentistry does not offer Hons
AGENDA ITEM 12
Report of the Graduate Studies Committee

12.2 Report of the Graduate Studies Committee meeting held on 18 November 2015
The Committee met on 18 November 2015 when there were present: The Chair (Associate Professor T Masters) presiding; Professor R Coleman, Associate Professor W Davis (for Associate Professor P Jones), Associate Professor G Frost, Associate Professor M Govendir, Associate Professor D Hirsh, Mr C Jones, Dr J Kavanagh, Associate Professor M Kertesz, Professor I Krass, Associate Professor P McCallum, Dr A McCloughen, Dr M Melatos, Associate Professor K Nelson and Mr J Trendall. Ms S Brown, Mr S Brown, Ms M Kemmis, Professor M Prokopenko, Ms L Rose, Mr T Smithers and Mr M Try were in attendance.

The agenda for this meeting is available from the Committee website: http://sydney.edu.au/ab/committees/grad_studies/grad_studies_agendas.shtml

12.2.1 University of Sydney (Higher Degree by Research) Rule 2011
The University of Sydney (Higher Degree by Research) Rule 2011 has been revised to align it with suite of HDR policies introduced over the past twelve months. It has also been revised to clarify the English language requirements for higher degrees by research.

Recommendation
That the Academic Board endorse the proposed amendments to the University of Sydney (Higher Degree by Research) Rule 2011 and recommend that Senate approve these amendments with effect from 1 January 2016, as set out in the report presented.

12.2.2 Supervision of Higher Degree by Research Students Policy 2013
The Student Administration Services Program is proposing to make amendments to the Supervision of Higher Degree by Research Students Policy 2013 to reflect recent changes to processes for the supervisor register, add a reference to the new HDR Administration Centre, incorporate changes to the Progress Planning and Review for Higher Degree by Research Students Policy and Procedures 2015 and to remove clause 15 (responsibilities of students) as requested by the SEG Research Training Committee

Recommendation
That the Academic Board approve the amended Supervision of Higher Degree by Research Students Policy 2013 with effect from 1 January 2016, as set out in the report presented.

12.2.3 Final Thesis Lodgement Guidelines for Students
The Student Administration Services Program is proposing to update the Final Thesis Lodgement Guidelines for Students in order to address workflow and nomenclature changes due to the creation of the HDR Administration Centre (HDRAC), and to clarify existing requirements as specified by Library staff.

Recommendation
That the Academic Board approve the introduction of the Final Thesis Lodgement Guidelines for Students with effect from 1 January 2016, as set out in the report presented.

12.2.4 Learning and Teaching Policy 2016
The Learning and Teaching Policy 2016 was considered and endorsed by the Graduate Studies Committee. Full details are set out in the Report of the Chair (item 6.3.4, pages B1-B2, B23-B62).

12.2.5 Proposals for new and amended postgraduate courses
12.2.5.1 Faculty of Architecture, Design and Planning: Bachelor of Design in Architecture (Honours) / Master of Architecture
The Committee supports this proposal from the Faculty of Architecture, Design and Planning. Full details are available in the report of the Undergraduate Studies Committee (item 11.2.1.1, pages E1, E6-E12).

12.2.5.2 Faculty of Arts and Social Sciences: Graduate Certificate in Economic Analysis
The Faculty of Arts and Social Sciences is proposing a new entry degree for the Master of Economic Analysis.
**Recommendation**

That the Academic Board:

1. approve the proposal from the Faculty of Arts and Social Sciences for a new Graduate Certificate in Economic Analysis.
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 Certificate in the Faculty of Arts and Social Sciences.
3. approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2017, as set out in the report presented.

**12.2.5.3 Faculty of Engineering and Information Technologies: Master of Complex Systems, Graduate Diploma in Complex Systems**

The Faculty of Engineering and Information Technologies is proposing a new 2 year full-time (96 CPS) postgraduate Master of Complex Systems (MCXS) degree. The new program will encourage learning, innovation and application of emerging concepts in the area of complex systems science and engineering.

**Recommendation**

That the Academic Board:

1. approve the proposal from the Faculty of Engineering and Information Technologies proposal for a new 2 year full-time postgraduate Master of Complex Systems 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 Certificate in the Faculty of Engineering and Information Technologies.
3. approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2017, as set out in the report presented.

**12.2.6 Minor course amendment proposals**

**12.2.6.1 Faculty of Arts and Social Sciences: Master of Economics dual degree**

The Faculty of Arts and Social Sciences is proposing to add a dual degree pathway to the Master of Economics, providing the framework for the Faculty to offer the degree in a 1+1 year arrangement with partner institutions of strategic importance to the University of Sydney.

**Recommendation**

That the Academic Board:

1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Economics; and
2. approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2017, as set out in the report presented.

**12.2.6.2 Sydney College of the Arts: Faculty resolutions**

Sydney College of the Arts is proposing to amend the Faculty Resolutions as set out in the report presented.

**Recommendation**

That the Academic Board:

1. approve the proposal from Sydney College of the Arts to amend the Faculty resolutions; and
2. approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.
12.2.5 **Proceedings of the Committee**

The Committee also:

- noted the report of the meeting of the PhD Award Sub-Committee meeting of 27 October 2015;
- noted the report of the meeting of the Postgraduate Awards Sub-Committee of 28 October 2015 and endorsed a range of refinements to the Postgraduate Awards Ranking Guidelines;
- noted a report on procedures for nominating and appointing members to the committee for 2016-2017;
- noted the schedule of meeting dates for 2016; and
- noted the report of the Academic Board meeting of 28 October 2015.
SUBMISSION TO ACADEMIC BOARD
25 November 2015
UPDATES TO UNIVERSITY OF SYDNEY (HIGHER DEGREE BY RESEARCH) RULE 2011
SIMON FRENCH, GRADUATE STUDIES OFFICE
Authorisation: Simon French, Director, GSO

Summary
The following updates to the University of Sydney (Higher Degree by Research Rule) 2011 presented in order to address implementation issues and to allow for the creation of the HDR Administration Centre.

Background
The University of Sydney (Higher Degree by Research Rule) 2011 requires some minor amendment to incorporate minor implementation issues, as well as to incorporate some changes arising from other institutional changes, such as subsequent policies, Sydney Student, and the introduction of the HDR Admin Centre. We are also taking the opportunity to modernize the language and numbering, expand the definitions, and correct some minor issues. Where subsequent policies have expanded on the Rule, I have recommended removing detail from the Rule.

Highlights of the proposed changes include:
1- Definitions now include more precise measure of time (research period, semester, year), based on research periods. Role definitions are standardised across HDR policies. Definition of ‘department’ used consistently across whole document.
2- Note the inclusion of English language requirements for admission (2.3, 3.3, 4.2 and new Part 7)
3- 2.3 admission to masters by research now clarifies that a qualifying masters can be by coursework or by research (compare to 3.3 and 4.2)
4- Other studies during candidature (2.9, 3.9, 4.8) have been re-written and clarified.
5- Supervision. Clauses 2.10(2), 3.10(2) and 4.9(2) are covered by the Supervision Policy. These clauses can be deleted.
6- Progress 2.12, 3.12, and 4.11 have been adjusted to fit better with the Progression Policy. Note that a ‘show cause’ recommendation is limited to a rating of ‘unsatisfactory progress’.
7- Show cause 2.13, 3.13 and 4.12 now includes explicit mention of a wider set of circumstances in which a student might be required to the show cause in sub-clause (1). The trigger of not submitting a thesis by the latest date to do so is very important. Note also in sub-clause (8) that a student can only be excluded from their current faculty (exclusion to the University exceeds the delegated authority of deans and associate deans).
8- Discontinuation and lapsing, and return to candidature (2.14, 2.16, 2.17, 3.14, 3.16, 3.17, 4.13, 4.15, 4.16) now clarify when a student must be lapsed, and that the student can only re-enrol if they apply for and are admitted to a new course join (with credit being applied as appropriate). This will significantly clarify when candidatures end, and how a student might re-enrol.
9- Leave of absence 2.18, 3.18, 4.17 is for periods of leave less than one research period, being the shortest duration of enrolment.
10- Latest date for submission of thesis 2.20, 3.20, 4.19 subclause (4) had previously been very open ended. This change now requires a set period of extension. This extension is not limited, but must be end-dated. Faculties may exercise as much flexibility on this matter as they wish.
11- Content of thesis 2.21, 3.21, 4.20 removes detail from sub-clause (1) that is now contained in the Thesis & Examination Policy. Form of thesis (2.22, 3.22, 4.21) removes outdated references to hard copies.
12- Publications included in thesis (clauses 2.23, 3.23, 4.22) is made redundant by Thesis & Examination Policy. These clauses have been deleted.
13- Eligibility for doctorates, including the PhD (4.2) and decorates other than the PhD (3.3). As with masters by research, this now specifies that a master’s by coursework or research is a suitable qualifying degree. The use of a master’s by coursework as a entry qualification must now include a research component equivalent to 25% of a full-time year’s enrolment. This is consistent with the actual admission criteria used by most faculties and the standards used for scholarship assessment. The experience in scholarships has demonstrated that this can be applied flexibly to a wide variety of degrees from different institutions, both locally and internationally. Erika Anza-Mosman, Recruitment Manager (Postgraduate Research), Student Recruitment, says that this is a realistic standard used by many faculties for entry, and a consistently stated standard will be helpful in recruiting high quality applicants.
14- Eligibility for a PhD 4.2(2)(a) and 4.3(2) by qualifying exam. No faculties have reported using a qualifying exam as a pathway to entry of the PhD in memory. Given the wide variety of other pathways, including the ability to make a special case in 4.2(4)&(5)), this clause is not deemed necessary.

15- Approval to vary eligibility criteria in individual cases (4.2(4)&(5)) should reside with Chair of Graduate Studies Committee, not the full Board.

16- Earliest date for submission of doctorates other than the PhD, 3.19. There had previously been no facility for students in a doctorate other than a PhD to submit early. This section now copies the PhD provisions.

17- Earliest date for submission for PhD, 4.18. The provisions for early submission for examination are far more complex for PhDs than other degrees. I have recommended a number of minor smoothing factors, and the deletion of 4.18(3). The provision for early submission for students with named previous degrees is made redundant by the broader early submission provisions of the following sub-clause. Given that a student with one of the named degrees would also have had to make exceptional progress, than 4.18(3) is superfluous.

18- Higher doctorates, Part 5, is essentially untouched, except for a clarification of the intent of 5.5(4) and some numbering corrections.

19- HDR Theses, Part 6. Definitions for this part are clarified. The term "public use" has been replaced through the document with "available for use", which is somewhat more consistent with the actuality of local access. The term "delay in lodgement" has been replaced with the more accurate "restriction".

20- English language requirements, Part 7. This section largely reproduces the previous policy (which was rescinded when the bulk of its contents were moved into the Coursework Policy. Erika Anza-Mosman and Vanda Northwood at Student Recruitment have provided data about IELTS scores for HDR applicants and enrolments, which indicate that a significant proportion of international HDR applicants (and converted enrolments) are in the IELTS 6.5-7.0 band. The recommendation is the IELTS 6.5 cut-off be maintained, with the option for faculties to raise the standard where necessary (with the approval of Academic Board).

21- Undertaking Coursework units of study, Part 8. This new part clarifies that an HDR student enrolled in units of study is governed by the relevant provisions in the Coursework Policy 2014 with regards to their study in those units (e.g., attendance, assessment, enrolment, withdrawal, etc)

22- Special consideration, Part 9. This new part clarifies that special consideration is not a part of the examination process or progress review, but that it does apply to coursework units of study (as per the Coursework Policy), show cause, and requests to vary candidature.

Recommendation:
That Academic Board endorse the proposed amendments to the University of Sydney (Higher Degree by Research Rule) 2011 for Senate's approval.
UNIVERSITY OF SYDNEY (HIGHER DEGREE BY RESEARCH) RULE 2011

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

Adopted on: 21 March 2011

Amended on:
- 5 November 2012
- 3 December 2012
- 6 May 2013
- 2 June 2014
- 11 February 2015 (administrative amendments only)

Amendment effective from:
- 9 November 2012
- 7 December 2012
- 10 May 2013
- 6 June 2014
- 11 February 2015

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PART 1 PRELIMINARY

1.1 Name of Rule

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

1.2 Commencement

This Rule commences on 25 March 2011.
1.3 Statement of intent

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

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

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

1.4 Interpretation

(1) In this Rule:

applicant means an applicant for admission as a candidate for a higher degree by research.

Associate Dean means the Associate Dean of a Faculty with authority for matters relating to higher degrees by research within the Faculty or the Deputy Chairperson of a Board of Studies or a person appointed by the Dean to have authority for matters relating to higher degrees by research within the Faculty.

Board of Studies means an academic body that supervises a course or courses, and which is similar to a Faculty except that it is headed by a Chair rather than a Dean.

candidate means a candidate for a higher degree by research

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

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

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

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

Dean means the Dean of a Faculty or the Chairperson of a Board of Studies.

delegate means an officer, employee or committee of the University, or any other person or entity to whom or to which, to whom, Senate has made a delegation of power.
department means the academic unit responsible for a student's higher degree by research candidature. It may be called a department, discipline or school within the University, includes one or more departments, one or more schools, inter-departmental committees and inter-school committees. Departmental delegations may be exercised by faculties.

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

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

Faculty means the relevant Faculty or College Board or Board of Studies.

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

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

Head of Department means the head of the relevant department or discipline.

Note: Functions performed by the Head of Department may be performed by the Head of School, Dean or Associate Dean, in accordance with paragraph 1.02(5)1.4(4) of this Rule, particularly in faculties that are not organized into departments or disciplines.

higher doctorate has the meaning given to it by clause 5.045.1 of this Rule.

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

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

part-time candidature means a candidature in which the student works on the requirements for the degree for a proportion of the period specified for a full-time candidature over a proportionately longer time.

Postgraduate Coordinator means the member of academic staff within a department with authority for matters relating to higher degrees by research.

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

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

Postgraduate Coordinator means the member of academic staff within the relevant School, Department or discipline with authority for matters relating to higher degrees by research within the School, Department or discipline.
research period means an enrolment period set by the University and published on its website.

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

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

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

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

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

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

University means the University of Sydney.

Year means a period of time equal to any four research periods.

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

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

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

Example: A Dean may exercise a delegation conferred on an Associate Dean. An Associate Dean may exercise a delegation conferred on a Head of Department.

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

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

1.5 Authorities and responsibilities

(1) Authorities and responsibilities for the functions set out in this Rule are also defined in the document Academic Delegations of Authority.

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

(1) Despite any policy, or the course resolutions and any other provision of the agreement between a student and the University, the University:
   (a) is not obliged to offer a particular course or unit of study in any academic year; and
   (b) is not liable to a student for not offering a particular course or unit of study in a particular academic year.

1.7 Overall requirements

(1) The University will not admit a person to a course unless the person:
   (a) is eligible for admission to the course;
   (b) applies for admission in accordance with this Rule and the course resolutions;
   (c) accepts an offer made by the University for admission to the course; and
   (d) completes, to the satisfaction of the University, all requirements for enrolment in the course; and
   (d)(e) meets the University’s English language requirements.

1.8 No right to admission

Nothing in this Rule confers a right on a person to be admitted to candidature for a higher degree by research or imposes a duty on the University to admit, or offer to admit, a person to candidature for a higher degree by research.

CHAPTER 2 HIGHER DEGREES BY RESEARCH

PART 2 MASTER’S BY RESEARCH

2.1 Course resolutions

(1) The Academic Board may, on the recommendation of the Faculty, prescribe for a Master’s degree by research, standards relating to:
   (a) admission requirements;
   (b) course requirements;
   (c) candidature; and
   (d) examination.

2.2 Application of this Part

(1) This Part applies to:
(a) the Master of Philosophy; and
(b) other Master’s degrees with a research component of at least two thirds of the total student load for the degree.

2.3 Eligibility for admission to candidature

(1) Subject to sub-clause (2) and (3) and to admission requirements specified in the course resolutions, to be eligible for admission by a Dean or Associate Dean to candidature for a Master’s degree, an applicant must:
(a) hold or have completed all the academic requirements for:
   (i) a Master’s degree by coursework or research; or
   (ii) a Bachelor’s degree; or
   (iii) a qualification equivalent to a Bachelor’s degree; and
(b) meet other criteria for admission to the degree as specified in the course resolutions.

(2) A Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Graduate Studies Committee are equivalent to those prescribed in sub-clause (1).

(3) The Dean or Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Dean or Associate Dean considers appropriate.

2.4 Application for admission to candidature

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

2.5 Probationary admission to candidature

(1) Where provision is made for probationary admission in the course resolutions, the Dean or Associate Dean may admit a student to candidacy for a Master’s degree on a probationary basis for a period not exceeding one year four research periods.

(2) On completion by the student of any probationary period imposed pursuant to sub-clause (1), the Head of Department will review the student’s work and recommend to the Associate Dean that:
(a) the student’s candidature be confirmed; or
(b) the student be required to show good cause why he or she should be permitted to continue the candidature.

(3) After considering a recommendation made by a Head of Department in accordance with sub-clause (2), the Associate Dean may:

(a) confirm the student's candidature; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

**Note:** See clause 2.13 for details of the 'show cause' process.

(4) The candidature of a student that is confirmed in accordance with paragraph (3)(a) will be considered by the University to have commenced on the date of the student’s probationary admission to candidature.

### 2.6 Credit for previous studies

(1) Subject to sub-clause (2), a student who, at the date of admission to candidature, has completed not less than six months of research periods as a candidate for a higher degree by research in any Faculty of the University may be permitted by the Dean or Associate Dean to receive credit for all or any part of the higher degree candidature.

(2) The Dean or Associate Dean may grant credit in accordance with sub-clause (1), provided that the student’s higher degree candidature was:

(a) a course of full-time or part-time advanced study and research;

(b) pursued by the student under the supervision of a supervisor appointed by the relevant Faculty or Board of Studies;

(c) directly related to the student’s proposed course of advanced study for the Master’s degree; and

(d) the student has discontinued his or her candidature in the higher degree.

(3) Subject to sub-clause (4), and to the course resolutions, a student who, at the date of admission to candidature, has completed not less than six months as a candidate for a higher degree at another university or institution may be permitted by the Dean or Associate Dean to receive credit for all or any part of the higher degree candidature.

(4) The Dean or Associate Dean may grant credit in accordance with sub-clause (3), provided that:

(a) at the time of admission to the higher degree by research at the other university or institution, the student held academic qualifications equivalent to those set out in clause 2.032.3;

(b) the higher degree candidature was:

(i) a course of full-time or part-time advanced study and research;

(ii) pursued by the student under the supervision of a supervisor appointed by the other university or institution; and

(iii) directly related to the student’s proposed course of advanced study for the Master’s degree; and

(c) the student has discontinued his or her candidature in the higher degree at the other university or institution.
Where the course resolutions specify the completion of coursework as part of the requirements of the award, and subject to the course resolutions and the University of Sydney (Coursework) Rule Policy 2014 the Dean or Associate Dean may grant a student credit for previously completed coursework.

2.7 Limit on credit for previous studies

The amount of credit for previous studies that may be granted to a student in accordance with clause 2.06 is limited by the following requirements:

(a) the combined duration of the student’s previous higher degree candidature and the Master’s candidature must meet the requirements set out in clauses 2.19 and 2.20 of this Rule;

(b) any period of discontinued, suspended or lapsed candidature (as set out in clauses 2.14 to 2.16 of this Rule) must comply with this Rule and with standards set by the Academic Board; and

(c) no student who has been granted credit may present a thesis for examination less than:

(i) six months, for a full-time student; or

(ii) twelve months, for a part-time student;

following admission to candidature in the Master's degree at the University of Sydney.

2.8 Control of candidature

(1) All candidates for a Master’s degree are required to undertake their candidature wholly under the control of the University.

(2) The Dean or Associate Dean may require a student to provide a statement from his or her employer acknowledging that the candidature is under the exclusive control of the University.

2.9 Other studies during candidature

(1) Subject to the approval of any other affected Head of Department, and the course resolutions, a Head of Department or a student's supervisor may require a student to attend, undertake or complete assessment for lectures, seminars, courses or practical work during the course of his or her candidature. A student must satisfactorily complete any training required by the course resolutions, the Head of Department, Deputy Vice-Chancellor (Education) or Supervisor, including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work.

Note: In accordance with this Rule, a Master’s degree must comprise a minimum of two-thirds research.

(2) Failure to complete training documented in the student's progress plan satisfactorily may be considered as evidence of unsatisfactory progress.

(3) A Faculty may decline to examine a thesis if the student has not satisfactorily completed training documented in the progress plan.
2.10 Supervision

The Head of Department will appoint suitably qualified supervisors for each student undertaking a Master’s degree by research, in accordance with policy for supervision determined by the Academic Board.

Note: See also Supervision of Higher Degree by Research Students Policy 2013

(2) The supervisors will:

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

   (b) be responsible for reporting the progress of the candidature to the Head of Department and the Dean or Associate Dean.

2.11 Location of candidature

(1) Subject to the annual approval of the supervisors and Head of Department, students will pursue their candidature:

   (a) within the University, including its research stations and teaching hospitals;

   (b) on fieldwork, including in the field or in libraries, museums or other repositories;

   (c) within industrial laboratories or research institutions or other institutions considered by the Head of Department to provide adequate facilities for that candidature; or

   (d) within a professional working environment.

(2) Throughout the course of his or her candidature, a student will attend the University for such:

   (a) face-to-face consultation with his or her supervisors;

   (b) Departmental and Faculty or College Board seminars; and

   (c) coursework or other studies required under 2.09 of this Rule;

as specified annually by the Head of Department.

(3) Subject to sub-clause (4), a student who pursues his or her candidature outside Australia must complete a minimum of one semester six months two research periods of candidature within the University prior to submitting his or her thesis for examination.

(4) For the purposes of sub-clause (3), the semester six month two research periods of candidature to be completed within the University may be completed:

   (a) at any time during the candidature; and

   (b) continuously or in several non-consecutive periods.

2.12 Progress

(1) At intervals no longer than one year, Heads of Departments must require students to:
(a) provide evidence of satisfactory progress in their candidature (including any required progress and review forms); and
(b) participate in a progress review interview.

(2) Satisfactory progress will be assessed by the supervisors, Head of Department and the Departmental or Faculty Postgraduate Review Committee in accordance with the Progress Policy.

(3) On the basis of any evidence provided by the student and any information obtained during the interview, the Head of Department may determine that the student:
   (a) has demonstrated satisfactory or marginal progress, and specify the conditions of candidature to apply the following year; or
   (b) has not demonstrated unsatisfactory progress, and:
      (i) allow the student to continue to be enrolled with conditions, including a supplementary progress review in accordance with the Progress Policy; or require the student to provide further evidence of progress at the end of one semester/six months, or such other period that the Head of Department considers appropriate; or
      (ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(4) When determining the conditions of candidature to apply the following year, the Head of Department must indicate whether he or she is satisfied that the proposed supervision arrangements are satisfactory.

(5) After considering a recommendation made by the Head of Department in accordance with sub-paragraph (3)(b)(ii), the Associate Dean may:
   (a) confirm allow the student’s candidature to continue and require the Head of Department to specify the conditions of candidature to apply the following year; or
   (b) require the student to show good cause why he or she should be permitted to continue the candidature.

2.13 Students may be required to show good cause

(1) An Associate Dean may require a student to show good cause:
   (a) following a progress review, in accordance with paragraph 2.5(3)(b) or 2.12(5)(b);
   (b) if the student has not submitted his or her thesis for examination by the latest date to do so as required by clause 2.20; or
   (c) at any other time, on the recommendation of the Head of Department or Postgraduate Co-ordinator.

(4)(2) A student who is required to show good cause in accordance with paragraph 2.05(3)(b) or 2.42(5)(b) will be sent a notice that:
   (a) requires the student to show good cause why he or she should be permitted to continue the candidature, on or before a specified date;
   (b) states why the student is being asked to show good cause;
   (c) sets out the actions that may be taken in respect of the candidature; and
(d) advises the student of his or her right to seek independent advice and assistance in preparing his or her response.

(2)(3) The Associate Dean must give the student a reasonable opportunity to make written submissions about the matter.

(3)(4) If, after considering any submissions made by the student, progress reports, and any reports by the supervisors or Head of Department, the Associate Dean forms the opinion that the student has shown good cause, the Associate Dean will permit the student to continue the candidature.

(4)(5) If, after considering any submissions made by the student, progress reports, and any reports by the supervisors or Head of Department, the information referred to in sub-clause (4), the Associate Dean forms the opinion that the student has not shown good cause, the Associate Dean must, by written notice setting out his or her reasons:

(a) terminate the student’s candidature; or
(b) impose conditions or restrictions on the continuation of the student’s candidature.

Note. For review of these decisions see University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

(5)(6) In addition to the decision made under 2.13(4) or 2.13(5), the Associate Dean might also offer the student the option to transfer to another course within the Faculty for which the student is eligible. The Associate Dean may impose conditions or restrictions on that offer transfer of course.

(6)(7) A person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 2.13(5)(a) shall not be permitted to re-enrol in that candidature.

(7) The Associate Dean may also exclude the person from applying for admission to a new higher degree by research candidature at the University of Sydney within the Faculty until he or she might be considered to be commencing a new and substantially different research project, such that he or she would not be granted credit for previous study. This period of exclusion will usually for the longer period of either:

(a) at least two academic years; or
(b) if the person is applying for a Research Training Scheme place, until that person will be entitled to the maximum period allowed for the course under the Research Training Scheme.

(8) Where a person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 2.13(5)(a), that person may be excluded by the Associate Dean from applying for admission to a higher degree by research at the University of Sydney within the Faculty for the longer period of:

(a) at least two academic years; or
(b) if the person is applying for a Research Training Scheme place, the period of time until the person is entitled to the maximum period allowed for the course under the Research Training Scheme.

Note: As at the date of this rule, detailed information about entitlement for Research Training Scheme can be found in Research Training Scheme: Conditions of Grant, which can be found at https://www.education.gov.au/research-training-scheme.
2.14 Discontinuation of candidature

(1) Subject to this clause and the course resolutions, a student in a course may, by notice to the Faculty, discontinue his or her enrolment in the course or in one or more units of study.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) A student's enrolment in the course or the relevant units of study will be treated as discontinued from the date of the notice, unless he or she produces evidence that:
   (a) the discontinuation occurred at an earlier date; and
   (b) there was good reason why the application could not be made at an earlier time.

(4) A student who discontinues enrolment in a course during his or her first year of enrolment in the course will not be permitted to re-enrol in that course unless:
   (a) the Dean granted prior permission to re-enrol; or
   (b) the student is later re-selected for admission to the course applies for and gains a new admission to the course.

(5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with paragraphs (3)(a) and (b).

2.15 Suspension of candidature

(1) Subject to the course resolutions, a student in a course may, by notice to the Faculty, suspend his or her enrolment in the course:
   (a) for a maximum period of one year; or
   (b) with the approval of the Dean or Associate Dean, for a longer period.

(2) The notice must be in a form approved or accepted by the Faculty.

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

2.16 Lapse of candidature

(1) If a student does not enrol by the last census date for enrolment in each semester of the degree research period, and the student has not discontinued or sought approval to discontinue or suspend enrolment, the student's candidature lapses.

(2) If a student's candidature in a course lapses, then, despite any contrary provision in this Rule, the procedures for the student to apply for readmission to the course are to be as the Dean or Associate Dean determines the student must apply for and gain a new admission to the course in order to re-enrol.
2.17 Return to candidature

(1) Subject to written advice from the Dean or Associate Dean, if a student returns to candidature after suspension, discontinuation or a lapse in candidature, the course requirements as in force at the time of the student’s return to candidature apply.

(2) The Dean or Associate Dean may, in writing, modify the application of the course resolutions with respect to a particular student’s return to candidature.

(2)(3) A student whose candidature has been discontinued or lapsed must apply for and gain be admitted to a new admission into the course in order to re-enrol. The course requirements in place at the time of the new admission apply.

2.18 Leave of absence

Subject to the course resolutions, a student may, with the approval of the Head of Department, take leave of absence from the course for a period less than one semester one research period.

2.19 Earliest date for submission of thesis for examination

Subject to clause 2.7 and this clause 2.19:

(a) a student may not submit a thesis for examination earlier than the end of the second semester until he or she has completed at least four research periods of enrolled candidature; and

(b) for the purposes of paragraph (a), a student’s candidature will be considered to include any periods of credit granted under clause 2.06.2.6.

(c) the student must be enrolled at the time that the thesis is submitted for examination.

2.20 Latest date for submission of thesis for examination

(1) Subject to clause 2.7 and this clause 2.20, a student who has undertaken all of his or her candidature on a full-time basis must submit his or her thesis for examination:

(a) no later than the end of the fourth semester after no more than eight research periods of enrolled candidature; and

(b) for the purposes of paragraph (a), a student’s candidature will be considered by the University to include any periods of credit granted under clause 2.6.

(2) Subject to this clause, a student who has undertaken all of his or her candidature on a part-time basis must submit his or her thesis for examination:

(a) no later than the end of the eighth semester after no more than 16 research periods of enrolled candidature.

(b) for the purposes of paragraph (a), a student’s candidature will be considered by the University to include any periods of credit granted under clause 2.6.

(3) Where a student has undertaken his or her candidature as a mixture of part-time candidature and full-time candidature, a part-time semester research period will be counted as the equivalent of one half of a full-time semester research period, and the student must submit his or her thesis for examination:

(a) no later than the end of fourth equivalent full-time semester after no more than the full-time equivalent of eight full-time research periods of enrolled candidature.
(4) On the recommendation of the Head of Department, the Dean or Associate Dean may, approve an extension of candidature with a new latest date for submission of thesis for examination beyond the maximum period specified in this clause, permit a student to submit his or her thesis after a period of time greater than the maximum periods specified in this clause.

(5) The student must be enrolled at the time that the thesis is submitted for examination.

2.21 Content of thesis

(1) The thesis submitted by a student at the end of his or her course of advanced study and research, the student must submit a thesis for examination in the form required by prescribed by the policy of the Academic Board policy or procedures and any applicable any additional requirements of the course resolutions.

(a) embody the results of the work undertaken by the student;

(b) be a substantially original contribution to the subject concerned;

(c) state, generally in the preface and specifically in the notes:

(i) the sources from which the information in the thesis is derived;

(ii) the animal and human ethics approvals obtained;

(iii) the extent to which the thesis draws on the work of others; and

(iv) the portion of the thesis that the student claims as original; and

(2) subject to sub-clauses (4) and (5), be written in English. Subject to sub-clause (3), a student may not submit as his or her thesis any work that has been presented for a degree or diploma at the University or at another university or institution.

(3) A student may submit work that has been presented for a degree or diploma at the University or at another university or institution where the work is submitted as part of the thesis, and the student has identified those parts of the thesis that have previously been presented for a degree or diploma.

(4) A student who undertook his or her candidature in a language department in the Faculty of Arts and Social Sciences may:

(a) submit a thesis written in English or in the target language determined by the department; or

(b) where a department has specified by means of a Faculty resolution that it will consider applications to submit a thesis in a language other than English or the target language of the department, submit a thesis in another language approved by the department.

(5) Applications to submit a thesis in a language other than English or the target language of a department must be:

(a) made by an applicant in writing; and

(b) considered and determined by the Head of Department and the Dean (taking into account arrangements for supervision and examination); prior to the commencement of candidature.
2.22 Form of thesis for examination

(1) A candidate must submit his or her thesis for examination in the form required by the Academic Board, examination to the Faculty:

(2) three copies of the thesis; or

(3) if otherwise specified in the course resolutions, the number of copies so specified;

(4) in the form required prescribed by resolution of the Academic Board.

(5)(2) The thesis must be accompanied by a certificate from the co-ordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory.

(6)(3) The thesis must also be accompanied by an abstract in a form prescribed by resolution of the Academic Board.

(7) Subject to this Rule, the student must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for immediate public use.

2.23 Publications

(4) Where a thesis includes publications, or part thereof, of which the student is the sole or joint author, the student must also submit such publications, and produce evidence to identify satisfactorily the parts of the work for which the student is responsible.

2.24 Examination procedures

The examination of candidates for the degree of Master’s by research will be conducted in accordance with the course resolutions and with standards and guidelines determined by the Academic Board.

2.25 Aegrotat and posthumous awards

Aegrotat and posthumous awards may be made in circumstances involving serious illness or death.

PART 3 DOCTORATES BY RESEARCH OTHER THAN THE DOCTOR OF PHILOSOPHY

3.1 Course resolutions

(1) The Academic Board may, on the recommendation of the Faculty, prescribe for a Doctorate by research other than the Doctor of Philosophy, standards relating to:

(a) admission requirements;
(b) degree requirements;
(c) candidature; and
(d) examination.
3.2 Application and meaning of this Part

This Part applies to Doctorates by research other than the Doctor of Philosophy and Higher Doctorates.

3.3 Eligibility for admission to candidature

(1) Subject to sub-clause (2) and (3) and to admission requirements specified in the course resolutions, to be eligible for admission by a Dean or Associate Dean to candidature for a Doctorate by research other than a Doctor of Philosophy, an applicant must:

(a) hold or have completed all the academic requirements for:

(i) a Master’s degree by research or higher qualification; or

(ii) a Master’s degree by coursework including a research component equivalent to 25% of one year’s full-time enrolment; or

(iii) a Bachelor’s degree with first or second class honours; or

(iv) a Bachelor’s degree and either relevant professional experience or a portfolio of works as determined by the Faculty; and

(b) meet other criteria for admission to the degree as specified in the course resolutions.

(2) A Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Graduate Studies Committee are equivalent to those prescribed in sub-clause (1).

(3) The Dean or Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Dean or Associate Dean considers appropriate.

3.4 Application for admission to candidature

(1) An applicant for admission to candidature for a Doctorate by research other than the Doctor of Philosophy must submit to the relevant Faculty:

(a) if required by the course resolutions, a proposed course of advanced study and research, approved by the Head of the department in which the work is to be undertaken;

(b) satisfactory evidence of the applicant’s eligibility for admission; and

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

3.5 Probationary admission to candidature

(1) Where provision is made for probationary admission in the course resolutions, the Dean or Associate Dean may admit a student to candidature for a Doctorate other than a PhD on a probationary basis for a period not exceeding one year four research periods.
(2) On completion by the student of any probationary period imposed pursuant to sub-clause (1), the Head of Department will review the student’s work and recommend to the Associate Dean that:

(a) the student’s candidature be confirmed; or

(b) the student be required to show good cause why he or she should be permitted to continue the candidature.

(3) After considering a recommendation made by a Head of Department in accordance with sub-clause (2), the Associate Dean may:

(a) confirm the student’s candidature; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

Note: See clause 3.13 for details of the ‘show cause’ process.

(4) The candidature of a student that is confirmed in accordance with paragraph (3)(a) will be considered by the University to have commenced on the date of the student’s probationary admission to candidature.

3.6 Credit for previous studies

(1) Subject to sub-clause (2), a student who, at the date of admission to candidature, has completed at least six months as a candidate for a Master’s degree by research or Doctoral higher degree by research in any Faculty of the University may be permitted by the Dean or Associate Dean to receive credit for all or any part of the Master’s or Doctoral higher degree candidature.

(2) The Dean or Associate Dean may grant credit in accordance with sub-clause (1), provided that the student’s previous Master’s or Doctoral higher degree candidature was:

(a) a course of full-time or part-time advanced study and research;

(b) pursued by the student under the supervision of a supervisor appointed by the relevant Faculty or Board of Studies;

(c) directly related to the student’s proposed course of advanced study for the Doctoral degree; and

(d) the student has discontinued his or her candidature in the previous higher degree.

(3) Subject to sub-clause (4), a student who, at the date of admission to candidature, has completed at least six months as a candidate for a Master’s degree by research or Doctoral degree by research at another university or institution may be permitted by the Dean or Associate Dean to receive credit for all or any part of the previous higher degree candidature.

(4) The Dean or Associate Dean may grant credit in accordance with sub-clause (3), provided that:

(a) at the time of admission to the higher degree at the other university or institution, the student held academic qualifications equivalent to those set out in clause 3.033.3;

(b) the previous Master’s degree by research or Doctoral higher degree by research candidature was:
(i) a course of full-time or part-time advanced study and research;
(ii) pursued by the student under the supervision of a supervisor appointed by the other university or institution; and
(iii) directly related to the student’s proposed course of advanced study for the Doctoral degree by research; and
(c) the student has discontinued his or her candidature in the previous Master’s degree by research or Doctoral degree by research at the other university or institution.

(5) Where the course resolutions specify the completion of coursework as part of the requirements of the award, and subject to the course resolutions and the [University of Sydney (Coursework) Rule 2000 (as amended)](Academic Board Report of the Graduate Studies Committee – Appendix F) Policy 2014, the Dean or Associate Dean may grant a student credit for previously completed coursework.

### 3.7 Limit on credit for previous studies

(1) The amount of credit for previous studies that may be granted to a student in accordance with clause 3.06.3.6 is limited by the following requirements:

(a) the combined duration of the student’s previous higher degree by research candidature and the Doctoral candidature must meet the requirements set out in clauses 3.19 and 3.20 of this Rule;
(b) any period of discontinued, suspended or lapsed candidature (as set out in 3.14 to 3.16 of this Rule) must comply with standards set by the Academic Board and this Rule; and
(c) no student who has been granted credit may present a thesis for examination less than:
   (i) six months, for a full-time student; or
   (ii) twelve months, for a part-time student;
   following admission to candidature at the University.

### 3.8 Control of candidature

(1) All candidates for a Doctoral degree by research are required to undertake their candidature wholly under the control of the University.

(2) The Dean or Associate Dean may require a student who is employed by an institution to provide a statement by the relevant employer acknowledging that the candidature is under the exclusive control of the University.

### 3.9 Other studies during candidature

(1) A student must satisfactorily complete any training required by the course resolutions, the Head of Department, Deputy Vice-Chancellor (Education) or Supervisor, including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work. Subject to the approval of any other affected Head of Department, and the course resolutions, a Head of Department or a student’s supervisor may require a student to attend, undertake or
complete assessment for lectures, seminars, courses or practical work during the course of his or her candidature.

Note: In accordance with this Rule, a Doctorate must comprise a minimum of two-thirds research.

(2) Failure to complete training documented in the student’s progress plan satisfactorily may be considered as evidence of unsatisfactory progress.

(3) A Faculty may decline to examine a thesis if the student has not satisfactorily completed training documented in the progress plan.

3.10 Supervision

The relevant Head of Department will appoint suitably qualified supervisors for each student undertaking a Doctoral degree by research in accordance with policy for supervision determined by the Academic Board.

Note: See also Supervision of Higher Degree by Research Students Policy 2013

(2) The supervisors will:

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

be responsible for reporting the progress of the candidature to the Head of Department and the Dean or Associate Dean.

3.11 Location of candidature

(1) Subject to the annual approval of the supervisors and Head of Department, students will pursue their candidature:

(a) within the University, including its research stations and teaching hospitals;
(b) on fieldwork, including in the field or in libraries, museums or other repositories;
(c) within industrial laboratories or research institutions or other institutions considered by the Head of Department to provide adequate facilities for that candidature; or
(d) within a professional working environment.

(2) Throughout the course of his or her candidature, a student will attend the University for such:

(a) face-to-face consultation with his or her supervisors;
(b) Departmental and Faculty or College Board seminars; and
(c) coursework or other studies required under clause 3.09 of this Rule; as specified annually by the Head of Department.

(3) Subject to sub-clause (4) and (5), a student who pursues his or her candidature outside Australia must complete a minimum of two four research periods of candidature within the University prior to submitting his or her thesis for examination.
For the purposes of sub-clause (3), the semesters four research periods of candidature to be completed within the University may be completed:

(a) at any time during the candidature; and
(b) continuously or in several non-consecutive periods.

A student granted credit under 3.5.6 must complete a minimum of one semester two research periods of candidature within the University prior to submitting his or her thesis for examination.

3.12 Progress

(1) At intervals no greater than one year, Heads of Departments must require students to:

(a) provide evidence of satisfactory progress in their candidature (including any required progress and review forms); and
(b) participate in a progress review interview.

(2) Satisfactory progress will be assessed by a Review Panel in accordance with the Progress Policy the supervisors, Head of Department and the Departmental or Faculty Postgraduate Review Committee.

(3) On the basis of any evidence provided by the student and any information obtained during the interview, the Head of Department may determine that the student:

(a) has demonstrated satisfactory or marginal progress, and specify the conditions of candidature to apply the following year; or
(b) has not demonstrated unsatisfactory progress, and:

(i) allow the student to continue to be enrolled with conditions, including a supplementary progress review in accordance with the Progress Policy require the student to provide further evidence of progress at the end of one semester six months, or such other period that the Head of Department considers appropriate; or

(ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(4) When determining the conditions of candidature to apply the following year, the Head of Department must indicate whether he or she is satisfied that the proposed supervision arrangements are satisfactory.

(5) After considering a recommendation made by the Head of Department in accordance with sub-paragraph (3)(b)(ii), the Associate Dean may:

(a) confirm allow the student’s candidature to continue and require the Head of Department to specify the conditions of candidature to apply the following year; or
(b) require the student to show good cause why he or she should be permitted to continue the candidature.

3.13 Students may be required to show good cause

(1) An Associate Dean may require a student to show good cause:
(a) following a progress review, in accordance with paragraph 3.5(3)(b) or 3.12(5)(b);

(a) if the student has not submitted his or her thesis for examination by the latest date to do so, as required by clause 3.20; or

(b) at any other time, on the recommendation of the Head of Department or Postgraduate Coordinator.

(4)(2) A student who is required to show good cause in accordance with paragraph 3.05(3)(b) or 3.12(5)(b) will be sent a notice that:

(a) requires the student to show good cause why he or she should be permitted to continue the candidature, on or before a specified date;

(b) states why the student is being asked to show good cause;

(c) sets out the actions that may be taken in respect of the candidature; and

(d) advises the student of his or her right to seek independent advice and assistance in preparing his or her response.

(2)(3) The Associate Dean must give the student a reasonable opportunity to make written submissions about the matter.

(3)(4) If, after considering any submissions made by the student, progress reports, and any reports by the supervisors or Head of Department, and any other relevant information, the Associate Dean forms the opinion that the student has shown good cause, the Associate Dean will permit the student to continue the candidature.

(4)(5) If, after considering any submissions made by the student, progress reports, and any reports by the supervisors or Head of Department the information referred to in sub-clause (4), the Associate Dean forms the opinion that the student has not shown good cause, the Associate Dean must, by written notice setting out his or her reasons:

(a) terminate the student’s candidature; or

(b) impose conditions or restrictions on the continuation of the student’s candidature.

Note. For review of these decisions see University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

(5)(6) In addition to the decision made under 3.13(4) or 3.13(5), the Associate Dean might also offer the student the option to transfer to another course within the Faculty for which the student is eligible. The Associate Dean may impose conditions or restrictions on that offer transfer of course.

(7) A person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 3.13(5)(a) will not be permitted to re-enrol in that candidature.

(6)(8) Where a person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 3.13(5)(a), that person may be excluded by the Associate Dean from applying for admission to a higher degree by research at the University of Sydney within the Faculty for the longer period of:

(a) at least two academic years; or

(b) if the person is applying for a Research Training Scheme place, the period of time until the person is entitled to the maximum period allowed for the course under the Research Training Scheme.
3.14 Discontinuation of candidature

(1) Subject to this clause and the course resolutions, a student in a course may, by notice to the Faculty, discontinue his or her enrolment in the course or in one or more units of study.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) A student’s enrolment in the course or the relevant units of study will be treated as discontinued from the date of the notice, unless he or she produces evidence that:

(a) the discontinuation occurred at an earlier date; and

(b) there was good reason why the application could not be made at an earlier time.

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

(a) the Dean granted prior permission to re-enrol; or

(b) the student is later re-selected for admission to the course applies for and gains a new admission to the course.

(5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with sub-clauses (3)(a) and (b).

3.15 Suspension of candidature

(1) Subject to the course resolutions, a student in a course may, by notice to the Faculty, suspend his or her enrolment in the course:

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

(b) with the approval of the Dean or Associate Dean, for a longer period.

(2) The notice must be in a form approved or accepted by the Faculty.

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

3.16 Lapse of candidature

(1) If a student does not enrol by the last census date for enrolment in each semester of the degree research period, and the student has not discontinued or sought approval to discontinue or suspend enrolment, the student’s candidature lapses.

(2) If a student’s candidature in a course lapses, then, despite any contrary provision in this Rule, the procedures for the student to apply for readmission to the course are to be as the Dean or Associate Dean determines: the student must apply for and gain a new admission to the course in order to re-enrol.
3.17 Return to candidature

(1) Subject to written advice from the Dean or Associate Dean, if a student returns to candidature after suspension, discontinuation or a lapse in candidature, the course requirements as in force at the time of the student’s return to candidature apply.

(2) The Dean or Associate Dean may, in writing, modify the application of the course resolutions with respect to a particular student’s return to candidature.

(3) A student whose candidature has been discontinued or lapsed must apply for and gain a new admission to the course in order to re-enrol. The course requirements in place at the time of the new admission apply.

3.18 Leave of absence

Subject to the course resolutions, a student may, with the approval of the Head of Department, take leave of absence from the course for a period less than one research period.

3.19 Earliest date for submission of thesis for examination

(1) For the purposes of this clause, a student's candidature will be considered by the University to include any periods of credit granted under clause 3.6 of this Rule.

(2) Subject to clauses 3.6 and 3.7 and this clause 3.19 a student may not submit a thesis for examination until he or she has completed at least 12 research periods of enrolled candidature.

(3) The Dean may permit a student to submit a thesis for examination up to two research periods earlier than the period prescribed in sub-clause (2), provided that the Dean is satisfied that the student has made exceptional progress in his or her candidature.

(4) The Chair of the Academic Board may permit a student to submit a thesis earlier than the periods prescribed in sub-clauses (1)-(2), provided that the Chair of the Academic Board is satisfied that the student has made exceptional progress in his or her candidature.

(5) Prior to exercising his or her discretion under sub-clause (4), the Chair of the Academic Board may obtain advice from the Chair of the Graduate Studies Committee of the Academic Board, Dean or Associate Dean.

(6) The student must be enrolled at the time that the thesis is submitted for examination.

(1) Subject to clause 3.7 and this clause 3.19:

(a) a student may not submit a thesis for examination earlier than the end of the sixth semester after less than three years of enrolled candidature; and

(b) for the purposes of paragraph (a), a student’s candidature will be considered by the University to include any periods of credit granted under clause 3.06 of this Rule.

(c) the student must be enrolled at the time that the thesis is submitted for examination.
3.20 Latest date for submission of thesis for examination

(1) Subject to clause 3.7 and this clause 3.20, a student who has undertaken all of his or her candidature on a full-time basis must submit his or her thesis for examination:

(a) no later than the end of the eighth semester after no more than 16 research periods of enrolled candidature; and

(b) for the purposes of paragraph (a), a student’s candidature will be considered by the University to include any periods of credit granted under clause 3.6 of this Rule.

(2) Subject to this clause, a student who has undertaken all of his or her candidature on a part-time basis must submit his or her thesis for examination no later than the end of the sixteenth semester after no more than eight 32 research periods of enrolled candidature.

(3) Where a student has undertaken his or her candidature as a mixture of part-time candidature and full-time candidature, a part-time semester research period year will be counted as the equivalent of one half of a full-time research period semester year, and the student must submit his or her thesis for examination no later than the end of eighth equivalent full-time semesters after no more than the full-time equivalent of 16 full-time research periods of enrolled candidature.

(4) On the recommendation of the Head of Department, the Dean or Associate Dean may approve an extension of candidature with a new latest date for submission of thesis for examination beyond the maximum period specified in this clause, permit a student to submit his or her thesis after a period of time greater than the maximum periods specified in this clause.

(5) The student must be enrolled at the time that the thesis is submitted for examination.

3.21 Content of thesis

(1) The thesis submitted by a student at the end of his or her course of advanced study and research must comply with the requirements of the Academic Board policy or procedures and any applicable course resolutions:

(a) embody the results of the work undertaken by the student;

(b) be a substantially original contribution to the subject concerned;

(c) state, generally in the preface and specifically in the notes:

(i) the sources from which the information in the thesis is derived;

(ii) the animal and human ethics approvals obtained;

(iii) the extent to which the thesis draws on the work of others; and

(iv) the portion of the thesis that the student claims as original; and

(d) subject to the course resolutions, be written in English.

(2) Subject to sub-clause (3), a student may not submit as his or her thesis any work that has been presented for a degree or diploma at the University or at another university or institution.
(3) A student may submit work that has been presented for a degree or diploma at the University or at another university or institution where the work is submitted as part of the thesis, and the student has identified those parts of the thesis that have previously been presented for a degree or diploma.

(4) A student who undertook his or her candidature in a language department in the Faculty of Arts and Social Sciences may:
   (a) submit a thesis written in English or in the target language determined by the department; or
   (b) where a department has specified by means of a Faculty resolution that it will consider applications to submit a thesis in a language other than English or the target language of the department, submit a thesis in another language approved by the department.

(5) Subject to the course resolutions, applications to submit a thesis in a language other than English or the target language of a department must be:
   (a) made by an applicant in writing; and
   (b) considered and determined by the Head of Department and the Dean (taking into account arrangements for supervision and examination);

prior to the commencement of candidature.

3.22 Form of thesis for examination

(1) A candidate must submit his or her thesis for examination in the form required by the Academic Board to the Faculty:
   (2) three copies of the thesis; or
   (3) if otherwise specified in the course resolutions, the number of copies so specified;
   (4) in a form prescribed by resolution policy of the Academic Board.

(5) The thesis must be accompanied by a certificate from the co-ordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory.

(6) The thesis must also be accompanied by an abstract in a form prescribed by resolution of the Academic Board.

(7) Subject to this Rule, the student must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for immediate public use.

3.23 Publications

Where a thesis includes publications, or part thereof, of which the student is the sole or joint author, the student must also submit such publications, and produce evidence to identify satisfactorily the parts of the work for which the student is responsible.
3.2423 Examination procedures

(1) The examination of candidates for a Doctorate by research will be conducted in accordance with the course resolutions and with standards and guidelines determined by the Academic Board.

(2) Where the course resolutions do not specify examination procedures, the examination of candidates for a Doctorate by research will be conducted in accordance with procedures prescribed by the Academic Board for the Doctor of Philosophy.

3.2524 Aegrotat and posthumous awards

Aegrotat and posthumous awards may be made in circumstances involving serious illness or death.

PART 4 DOCTOR OF PHILOSOPHY

4.1 Application of this part

This Part applies to the degree of Doctor of Philosophy.

4.2 Eligibility for admission to candidature

(1) Subject to sub-clauses (2) and (3), to be eligible for admission by the Dean or Associate Dean to candidature for the Doctor of Philosophy, an applicant must:

(a) hold or have completed all the academic requirements for:

(i) a Master’s degree by research or higher level degree; or

(ii) a Master’s degree by coursework including a research component equivalent to 25% of one year’s full-time enrolment; or

(iii) a Bachelor’s degree with first or second class honours; and

(b) meet additional criteria for admission to the degree as specified by the Faculty.

(2) A Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds or has completed all the requirements for a Bachelor’s degree, and:

(a) has passed a qualifying examination at a standard equivalent to a Bachelor’s degree with first or second class honours; or

(b) has obtained a high distinction or distinction in the highest course available in the subject or subjects relevant to the proposed course of advanced study and research; or

(c) has completed a period of relevant full-time or part-time advanced study and research towards a Master’s degree by research at the University, at such a standard as demonstrates to the satisfaction of the Dean or Associate Dean that the applicant is suitably prepared in the field of study to undertake the
Doctor of Philosophy. Students admitted on this basis will be granted credit for their candidature in the Master’s degree, consistently with clause 4.5.

(4)(3) The Academic Board Chair of the Graduate Studies Committee of Academic Board may admit to candidature an applicant who does not meet the requirements of sub-clause (1) or (2), provided that the applicant holds qualifications that, in the opinion of the Chair of the Graduate Studies Committee and on the recommendation of the Dean, are equivalent to those prescribed in sub-clauses (1) or (2).

(5)(4) The Chair of the Graduate Studies Committee of Academic Board Academic Board may impose on a student admitted to candidature pursuant to sub-clause (3) such conditions as the Academic Board Chair considers appropriate.

4.3 Application for admission to candidature

(1) An applicant for admission to candidature for the degree of Doctor of Philosophy must submit to the relevant Faculty:

(a) a proposed course of advanced study and research, approved by the Head of the department in which the work is to be undertaken; and

(b) satisfactory evidence of the applicant’s eligibility for admission; and

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

The Dean or Associate Dean may also require an applicant to demonstrate his or her suitability for admission by passing a special examination.

4.4 Probationary admission to candidature

(1) The Dean or Associate Dean may admit a student to candidature for the degree of Doctor of Philosophy on a probationary basis for a period not exceeding one year or four research periods.

(2) On completion by the student of any probationary period imposed pursuant to sub-clause (1), the Head of Department will review the student’s work and recommend to the Associate Dean that:

(a) the student’s candidature be confirmed; or

(b) the student be required to show good cause why he or she should be permitted to continue the candidature.

(3) After considering a recommendation made by a Head of Department in accordance with sub-clause (2), the Associate Dean may:

(a) confirm the student’s candidature; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

Note: See clause 4.12 for details of the ‘show cause’ process.

(4) The candidature of a student that is confirmed in accordance with paragraph (3)(a) will be considered by the University to have commenced on the date of the student’s probationary admission to candidature.
4.5 Credit for previous studies

(1) Subject to sub-clause (2), a student who, at the date of admission to candidature, has completed not less than six months as a candidate for a Master's or Doctoral degree by research in any Faculty of the University may be permitted by the relevant Dean or Associate Dean to receive credit for all or any part of the Master's or Doctoral degree candidature.

(2) The Dean or Associate Dean may grant credit in accordance with sub-clause (1), provided that the student's Master's or Doctoral degree candidature was:
   (a) a course of full-time or part-time advanced study and research;
   (b) pursued by the student under the supervision of a supervisor appointed by the relevant Faculty or Board of Studies;
   (c) directly related to the student's proposed course of advanced study for the degree of Doctor of Philosophy; and
   (d) the student has discontinued his or her candidature in the previous higher degree.

(3) Subject to sub-clause (4), a student who, at the date of admission to candidature, has completed not less than six months as a candidate for a higher degree at another university or institution may be permitted by the Chair of the Graduate Studies Committee of the Academic Board to receive credit for all or any part of the higher degree candidature.

(4) The Chair of the Graduate Studies Committee of the Academic Board may grant credit in accordance with sub-clause (3), provided that:
   (a) at the time of admission to the higher degree by research at the other university, or institution, the student held academic qualifications equivalent to those set out in clause 4.02;
   (b) the higher degree candidature was:
      (i) a course of full-time or part-time advanced study and research;
      (ii) pursued by the student under the supervision of a supervisor appointed by the other university or institution; and
      (iii) directly related to the student's proposed course of advanced study for the degree of Doctor of Philosophy; and
   (c) the student has discontinued his or her candidature in the higher degree at the other university or institution.

4.6 Limit on credit for previous studies

(1) The amount of credit for previous studies that may be granted to a student in accordance with clause 4.05 is limited by the following requirements:
   (a) the combined duration of the student's previous higher degree candidature and the Doctor of Philosophy candidature must meet the requirements set out in clauses 4.19 and 4.20 of this Rule;
   (b) any period of discontinued, suspended or lapsed candidature (as set out in 4.13 to 4.15 of this Rule) must comply with standards set by the Academic Board and this Rule; and
(c) no student who has been granted credit may present a thesis for examination less than:
   (i) six months, for a full-time student; or
   (ii) twelve months, for a part-time student;
following admission to candidature at the University of Sydney.

4.7 Control of candidature

(1) All candidates for the degree of Doctor of Philosophy are required to undertake their candidature wholly under the control of the University.

(2) The Dean or Associate Dean may require a student to provide a statement from his or her employer acknowledging that the candidature is under the exclusive control of the University.

4.8 Other studies during candidature

(1) A student must satisfactorily complete any training required by the course resolutions, the Head of Department, Deputy Vice-Chancellor (Education) or Supervisor, including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work. Subject to the approval of any other affected Head of Department, a Head of Department or a student’s supervisor may require a student to attend, undertake or complete assessment for lectures, seminars, courses or practical work during the course of his or her candidature.

Note: In accordance with this Rule, a Doctorate must comprise a minimum of two-thirds research.

(2) Failure to complete training documented in the student’s progress plan satisfactorily may be considered as evidence of unsatisfactory progress.

(3) A Faculty may decline to examine a thesis if the student has not satisfactorily completed training documented in the progress plan.

4.9 Supervision

The Head of Department will appoint suitably qualified supervisors for each candidate for the Doctor of Philosophy in accordance with policy for supervision determined by the Academic Board.

Note: See also Supervision of Higher Degree by Research Students Policy 2013

(2) The supervisors will:
   (a) have primary responsibility for the conduct of the candidature;
be responsible for reporting the progress of the candidature to the Head of Department and the Dean or Associate Dean in accordance with policy determined by the Academic Board.

### 4.10 Location of candidature

1. Subject to the annual approval of the supervisors and Head of Department, students will pursue their candidature:
   - (a) within the University, including its research stations and teaching hospitals;
   - (b) on fieldwork, including in the field or in libraries, museums or other repositories;
     - (i) within industrial laboratories or research institutions or other institutions considered by the Head of Department to provide adequate facilities for that candidature; or
     - (ii) within a professional working environment.

2. Throughout the course of his or her candidature, a student will attend the University for such:
   - (a) consultation with his or her supervisors; and
   - (b) Departmental and Faculty or College Board seminars; and
   - (c) coursework or other studies required under clause 4.08 of this Rule; as specified annually by the Head of Department.

3. Subject to sub-clauses (4) (5) and (6), a student who pursues his or her candidature outside Australia must complete a minimum of two semesters four research periods of candidature within the University prior to submitting his or her thesis for examination.

4. A student whose minimum length of candidature is four eight research periods (rather than the usual 12 research periods), and who pursues his or her candidature outside Australia, must complete a minimum of one semestersix months two research periods of candidature within the University prior to submitting his or her thesis for examination.

5. For the purposes of sub-clauses (3) and (4), the semesterperiod required(s) of candidature to be completed within the University may be completed:
   - (a) at any time during the candidature; and
   - (b) continuously or in several non-consecutive periods.

6. A student granted credit under 4.5 must complete a minimum of one semestersix two research periods months of candidature within the University prior to submitting his or her thesis for examination.

### 4.11 Progress

1. At intervals no greater than one year, Heads of Departments must require students to:
   - (a) provide evidence of satisfactory progress in their candidature (including any required progress and review forms); and
   - (b) participate in a progress review interview.
Satisfactory progress will be assessed by the supervisors, Head of Department and any Departmental or Faculty Postgraduate Review Committee or Review Panel in accordance with the Progress Policy.

On the basis of any evidence provided by the student and any information obtained during the interview, the Head of Department may determine that the student:

(a) has demonstrated satisfactory or marginal progress, and specify the conditions of candidature to apply the following year; or

(b) has not demonstrated unsatisfactory progress, and:

(i) allow the student to continue to be enrolled with conditions, including a supplementary progress review in accordance with the Progress Policy or require the student to provide further evidence of progress at the end of one semester six months, or such other period that the Head of Department considers appropriate; or

(ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

When determining the conditions of candidature to apply the following year, the Head of Department must indicate whether he or she is satisfied that the proposed supervision arrangements are satisfactory.

After considering a recommendation made by the Head of Department in accordance with sub-paragraph (3)(b)(ii), the Associate Dean may:

(a) confirm allow the student’s candidature to continue and require the Head of Department to specify the conditions of candidature to apply the following year; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

4.12 Students may be required to show good cause

An Associate Dean may require a student to show good cause:

(a) following a progress review, in accordance with paragraph 4.4(3)(b) or 4.11(5)(b);

(b) if the student has not submitted his or her thesis for examination by the latest date to do so, as required by clause 4.19; or

(c) at any other time, on the recommendation of the Head of Department or Postgraduate Co-ordinator.

A student who is required to show good cause in accordance with paragraph 4.04(3)(b) or paragraph 4.11(5)(b) will be sent a notice that:

(a) requires the student to show good cause why he or she should be permitted to continue the candidature, on or before a specified date;

(b) states why the student is being asked to show good cause;

(c) sets out the actions that may be taken in respect of the candidacy; and

(d) advises the student of his or her right to seek independent advice and assistance in preparing his or her response.
The Associate Dean must give the student a reasonable opportunity to make written submissions about the matter.

If, after considering any submissions made by the student, progress reports, and any reports by the supervisors or Head of Department, the Associate Dean forms the opinion that the student has shown good cause, the Associate Dean will permit the student to continue the candidature.

If, after considering any submissions made by the student, progress reports, and any reports by the supervisors or Head of Department the information referred to in sub-clause (4), the Associate Dean forms the opinion that the student has not shown good cause, the Associate Dean must, by written notice setting out his or her reasons:

(a) terminate the student’s candidature; or
(b) impose conditions or restrictions on the continuation of the student’s candidature.

Note. For review of these decisions see University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

In addition to the decision made under 4.12(34) or 4.12(45), the Associate Dean might also offer the student the option to transfer to another course within the Faculty for which the student is eligible. The Associate Dean may impose conditions or restrictions on that offer transfer of course.

A person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 4.12(5)(a) will not be permitted to re-enrol in that candidature.

Where a person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 4.12(5)(a), that person may be excluded by the Associate Dean from applying for admission to a higher degree by research at the University of Sydney within the Faculty for the longer period of:

(a) at least two academic years; or
(b) if the person is applying for a Research Training Scheme place, the period of time until the person is entitled to the maximum period allowed for the course under the Research Training Scheme.

Note: As at the date of this rule, detailed information about entitlement for Research Training Scheme can be found in Research Training Scheme: Conditions of Grant, which can be found at https://www.education.gov.au/research-training-scheme

4.13 Discontinuation of candidature

Subject to this clause and the course resolutions—A student in a course may, by notice to the Faculty, discontinue his or her enrolment in the course or in one or more units of study.

The notice must be in a form approved or accepted by the Faculty.

A student’s enrolment in the course or the relevant units of study will be treated as discontinued from the date of the notice, unless he or she produces evidence that:

(a) the discontinuation occurred at an earlier date; and
(b) there was good reason why the application could not be made at an earlier time.

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

(a) the Dean granted prior permission to re-enrol; or

(b) the student applies for and gains a new admission to the course the student is later re-selected for admission to the course.

(5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with sub-clause (3)(a) and (b).

4.14 Suspension of candidature

(1) Subject to the course resolutions, a student in a course may, by notice to the Faculty, suspend his or her enrolment in the course:

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

(b) with the approval of the Dean or Associate Dean, for a longer period.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) At the end of the suspension period, the student must comply with any requirements notified by the Dean or Associate Dean for completing the course.

4.15 Lapse of candidature

(1) If a student does not enrol by the last census date for enrolment in each semester of the degree or research period, and the student has not discontinued or sought approval to discontinue or suspend enrolment, the student’s candidature lapses.

(2) If a student’s candidature in a course lapses, then, despite any contrary provision in this Rule, the procedures for the student to apply for readmission to the course are to be as the Dean or Associate Dean determines the student must apply for and gain a new admission to the course in order to re-enrol.

4.16 Return to candidature

(1) Subject to written advice from the Dean or Associate Dean, if a student returns to candidature after suspension, discontinuation or a lapse in candidature, the requirements as in force at the time of the student’s return to candidature apply.

(2) A student whose candidature has been discontinued or lapsed must apply for and gain a new admission to the course in order to re-enrol. The course requirements in place at the time of the new admission apply.

4.17 Leave of absence

Subject to the course resolutions, a student may, with the approval of the Head of Department, take leave of absence from the course for a period of less than one semester or one research period.
4.18 Earliest date for submission of thesis for examination

(1) For the purposes of this clause, a student's candidature will be considered by the University to include any periods of credit granted under clause 4.6 of this Rule.

(2) Subject to clause 4.6 and this clause 4.18 a student may not submit a thesis for examination earlier than the end of the sixth semester until he or she has completed at least 12 research periods of enrolled candidature.

(3) The Dean may permit a student to submit a thesis for examination not earlier than the end of the fourth semester after less than two years of enrolled candidature provided that the student holds one or more of the following academic qualifications from the University or from such other university or institution as the Dean approves:
   (a) a Master's degree completed primarily by research;
   (b) both the Bachelor of Dental Surgery and the Bachelor of Science (Dental) with honours;
   (c) both the Bachelor of Medicine and the Bachelor of Science (Medical) with honours;
   (d) both the Bachelor of Veterinary Science and the Bachelor of Science (Veterinary) with honours.

(4) The Dean may, on the recommendation of the student's supervisors and Head of Department, permit a student to submit a thesis for examination up to one semester two research periods earlier than the periods prescribed in sub-clauses (1) and (2), provided that, in the opinion of the Dean, evidence has been produced that the student has made exceptional progress in his or her candidature.

(5) The Chair of the Academic Board may, on the recommendation of the Dean, permit a student to submit a thesis earlier than the periods prescribed in sub-clauses (2)-(3), provided that, in the opinion of the Chair of the Academic Board, evidence has been produced that the student has made exceptional progress in his or her candidature.

(6) Prior to exercising his or her discretion under sub-clause (4), the Chair of the Academic Board may obtain advice from the Chair of the Graduate Studies Committee of the Academic Board, Dean or Associate Dean.

(7) The Chair of the Academic Board will report to the next meeting of the Academic Board any request for permission to submit a thesis earlier than the periods prescribed in sub-clauses (1)-(3), and the action taken by the Chair in response to it.

(8) The student must be enrolled at the time that the thesis is submitted for examination.

4.19 Latest date for submission of thesis for examination

(1) For the purposes of this clause, a student's candidature will be considered by the University to include any periods of credit granted under clause 4.054.5 of this Rule.

(2) Subject to this clause 4.19, a student who has undertaken all of his or her candidature on a full-time basis must submit his or her thesis for examination no later than the end of the eighth semester after no more than 16 research periods of enrolled candidature.
(3) A student who has undertaken all of his or her candidature on a part-time basis must submit his or her thesis for examination no later than the end of the sixteenth semester after no more than 32 research periods of enrolled candidature.

(4) Where a student has undertaken his or her candidature as a mixture of part-time candidature and full-time candidature, a part-time semester research period will be counted as the equivalent of one half of a full-time research period, and the student must submit his or her thesis for examination no later than the end of eighth equivalent full-time semester after no more than the full-time equivalent of 16 research periods of enrolled candidature.

(5) The Dean or Associate Dean may permit a student to submit his or her thesis after a period of time greater than the maximum periods specified in this clause approve an extension of candidature with a new latest date for submission of thesis for examination beyond the maximum period specified in this clause.

(6) The student must be enrolled at the time that the thesis is submitted for examination.

4.20 Content of thesis

(1) At the end of his or her course of advanced study and research, the student must submit a thesis for examination in the form required by Academic Board policy or procedures.

(1) The thesis submitted by a student must be in the form prescribed required by the policy of the Academic Board:

(a) embody the results of the work undertaken by the student;
(b) be a substantially original contribution to the subject concerned;
(c) state, generally in the preface and specifically in the notes:
   (i) the sources from which the information in the thesis is derived;
   (ii) the animal and human ethics approvals obtained;
   (iii) the extent to which the thesis draws on the work of others; and
   (iv) the portion of the thesis that the student claims as original; and
(d) subject to sub-clauses (4) (5) and (6), be written in English.

(1) Subject to sub-clause (3), a student may not submit as his or her thesis any work that has been presented for a degree or diploma at the University or at another university or institution.

(2) A student may submit work that has been presented for a degree or diploma at the University or at another university or institution where:

(a) his or her candidature has been governed by an approved cotutelle agreement; or
(b) the work is submitted as part of the thesis, and the student has identified those parts of the thesis that have previously been presented for a degree or diploma.

(3) A student whose candidacy is governed by an approved cotutelle agreement may submit a thesis written in English or in another language.
(4) A student who undertook his or her candidature in a language department in the Faculty of Arts and Social Sciences may:
   (a) submit a thesis written in English or in the target language determined by the department; or
   (b) where a department has specified by means of a Faculty resolution that it will consider applications to submit a thesis in a language other than English or the target language of the department, submit a thesis in another language approved by the department.

(5) Applications to submit a thesis in a language other than English or the target language of a department must be:
   (a) made by an applicant in writing; and
   (b) considered and determined by the Head of Department and the Dean (taking into account arrangements for supervision and examination); prior to the commencement of candidature.

4.21 Form of thesis for examination

(1) A candidate must submit his or her thesis for examination to the Faculty four copies of the thesis in the form required by resolution of the Academic Board.

(2) The thesis must be accompanied by a certificate from the coordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory.

(3) The thesis must also be accompanied by an abstract in the form required prescribed by resolution of the Academic Board.

(4) Subject to this Rule, the student must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for immediate public use.

4.22 Publications

Where a thesis includes publications, or part thereof, of which the student is the sole or joint author, the student must also submit such publications, and produce evidence to identify satisfactorily the parts of the work for which the student is responsible.

4.23 Examination procedures

The procedures for examination of candidates for the degree of Doctor of Philosophy will be prescribed by the Academic Board.

4.24 Aegrotat and posthumous awards

Aegrotat and posthumous awards may be made in circumstances involving serious illness or death.
PART 5.5 HIGHER HIGHER DOCTORATES

5.1 Meaning of this Part

(1) In this Part:

(a) assessment committee means the committee appointed by the Dean in accordance with clause 5.055.5.

(b) higher doctorate means any of the following:
   (i) Doctor of Agricultural Economics;
   (ii) Doctor of Dental Science;
   (iii) Doctor of Engineering;
   (iv) Doctor of Laws;
   (v) Doctor of Letters;
   (vi) Doctor of Letters in Education;
   (vii) Doctor of Letters in Social Work;
   (viii) Doctor of Medicine;
   (ix) Doctor of Music;
   (x) Doctor of Science;
   (xi) Doctor of Science in Agriculture;
   (xii) Doctor of Science in Architecture;
   (xiii) Doctor of Science in Economics;
   (xiv) Doctor of Veterinary Science.

(c) published work meets the higher doctorate standard if it is generally recognised by scholars in the relevant field of study as a distinguished contribution to knowledge or creative achievement.

5.2 Award of Higher Doctorates

(1) The Academic Board may, on the recommendation of the relevant Faculty, award a higher doctorate for published work that, in the opinion of the examiners:

(a) constitutes a distinguished contribution to knowledge or creative achievement; and

(b) is recognised by scholars in the relevant field as constituting a distinguished contribution to knowledge or creative achievement in that field.

(2) Without limiting sub-clause (1), a published work may be regarded as a distinguished contribution to knowledge if:

(a) it represents a significant advance in knowledge in the relevant field;

(b) it has caused, or become a major part of, a significant debate among scholars in the relevant field (including in books and journals); or

(c) it has caused significant changes in the direction of research or in the practice of recognised scholars in the relevant field.
5.3 Eligibility for admission to candidature

(1) Subject to this clause 5.035.3, to be eligible for admission to candidature for a higher doctorate, an applicant must:

(a) hold a degree from the University that was conferred five or more years prior to the application date;

(b) hold a degree from another university or institution that was conferred five or more years prior to the application date; or

(c) have qualifications that were conferred five or more years prior to the application date and standing that are determined by the Faculty and by the Graduate Studies Committee of the Academic Board to be equivalent to holding a degree from the University; and

(d) for the Doctor of Dental Science, hold or have completed all the academic requirements for the award of the Bachelor of Dental Surgery;

(e) for the Doctor of Medicine, hold or have completed all the academic requirements for the Bachelor of Medicine;

(f) for the Doctor of Music hold or have completed all the academic requirements for:

(i) the Bachelor of Music; or

(ii) the Bachelor of Arts including a three year sequence of courses in Music;

(g) for the Doctor of Veterinary Science hold or have completed all the academic requirements for the Bachelor of Veterinary Science.

(2) To be eligible for admission to candidature, an applicant who does not meet the requirements of paragraph (1)(a) must:

(a) have been a full-time member of the academic staff of the University for at least three years (or pro-rata part-time); or

(b) be recognised by the Academic Board, on the recommendation of the Dean, to have been involved in the teaching and research of the University to an equivalent level.

(3) To be eligible for admission to candidature, an applicant for a degree referred to in paragraphs 1(d)-(g) who does not meet the requirements of those paragraphs must be recognised by the Faculty and the Graduate Studies Committee of Academic Board to have equivalent academic standing.

5.4 Application for admission to candidature

(1) An application for admission to a higher doctorate must:

(a) state the name of the higher doctorate to which the application relates;

(b) specify the applicant’s academic qualifications; and

(c) describe the applicant’s association with the University.

(2) The application must be accompanied by:

(a) a list of the published works that the candidate proposes to submit for examination;

(b) a description of the themes of the published works; and
where there are a large number of publications whose dates range over a period of time and cover a range of subjects, a statement of how these publications are related to one another and to the theme.

5.5 Preliminary assessment of application for admission

(1) The Dean will appoint a committee to consider and determine, in respect of each application for admission, whether:
   (a) the applicant is eligible for admission to candidature;
   (b) the published work is in a field appropriate to the nominated degree;
   (c) the Faculty is competent to examine the published work at the required level; and
   (d) whether the applicant should be admitted to candidature.

(2) The committee may not determine that the applicant should be admitted to candidature unless the requirements of each of paragraphs (1)(a)-(c) are met.

(3) If the committee determines that the applicant should be admitted to candidature, the committee will recommend to the Dean that he or she recommends to the Academic Board:
   (a) that the applicant be admitted to candidature; and
   (b) the appointment of at least three named examiners, of whom at least two will be external examiners.

(4) The assessment committee will comprise:
   (a) the Dean;
   (b) the Head of Department most closely associated with the relevant field of work; and
   (c) the academic staff member most closely associated with the relevant field of work; and
   (d) other persons appointed by the Dean.

5.6 Admission to candidature

The Academic Board may, on the recommendation of the Dean, admit to candidature for a higher doctorate an applicant who meets the requirements for admission in this Part.

5.7 Enrolment

A successful applicant must enrol as a candidate for the higher doctorate in the first enrolment period following receipt of his or her offer of admission.

5.8 Submission of work for examination

(1) The candidate must submit to the Dean five copies of the published work.
(2) The work submitted must include:
(a) a description of the theme of the published work;
(b) a record of original research undertaken by the candidate;
(c) a statement by the candidate of:
   (i) the sources from which the information in the work was derived;
   (ii) the extent to which the work draws on the work of others; and
   (iii) the portion of the work that the candidate claims as original;
(3) if the work submitted contains research that was carried out conjointly, a statement
   by the candidate of the extent to which the candidate was responsible for the
   initiation, conduct or direction of the research; and
(4) if the principal publications, as distinct from any supporting papers, incorporate
   work previously submitted for a degree or diploma at the University or at any other
   university or institution, a statement by the candidate of those parts of the
   publications that have previously been submitted.
(5) A candidate for the Doctor of Letters must submit work that includes at least one
   substantial work.
(6) A candidate for the Doctor of Music may submit one or more major musical works
   of the candidate’s own composition

5.9 Appointment of examiners

(1) The Academic Board will, on the recommendation of the Dean, appoint at least
   three examiners, of whom at least two will be external examiners.
(2) The Academic Board may appoint examiners in addition to those recommended by
   the Dean.

5.10 Examination

(1) Each examiner for a candidature must:
   (a) examine the published work; and
   (b) make a separate report on whether, in the examiner’s opinion, the work
       meets the requirements for higher doctorates set out in clause 45.2.
(2) The assessment committee will consider the examiners reports, having regard to
    the requirements of clause 45.2, and recommend to the Dean that:
    (a) that the higher doctorate be awarded; or
    (b) that the higher doctorate not be awarded.
(3) After considering the recommendation of the assessment committee, the Dean:
    (a) will provide to the Academic Board:
        (i) the names and qualifications of the examiners; and
        (ii) the substance of the examiners’ reports; and
    (b) will recommend to the Academic Board that:
        (i) the higher doctorate be awarded;
        (ii) the higher doctorate not be awarded; or
(iii) the Academic Board appoint a further examiner or examiners.

(4) The Academic Board will determine the result of the examination.

5.11 Lodging the published work

If the Academic Board decides to award a higher doctorate to the candidate, the Faculty must lodge one electronic or bound copy of the published work in a form specified by the Academic Board.

CHAPTER 3 HIGHER DEGREE THESIS

PART 6 HIGHER DEGREE BY RESEARCH THESESTHESES

6.1 Meaning of this Part

(1) In this Part:

(a) restricted appendix means an appendix to a section of a thesis to which public access has been restricted in accordance with clause 6.3.

(b) thesis includes treaties, dissertations and other substantial works submitted for examination for a higher degree, refers to the complete final thesis, including any corrections or emendations to the satisfaction of the Head of Department.

6.2 Lodgement

(1) Subject to this Part, a candidate for a higher degree by research will not be permitted to undertake a program of advanced study and research that is likely to result in the lodgement of a thesis that cannot be made available for public use.

(2) Subject to this Part, all successful candidates for a higher degree must lodge a copy of their final thesis with the University Librarian, in a form specified by the Academic Board.

(3) Subject to clause 6.036.3, 6.056.5 and 6.066.6, a thesis lodged with the University Librarian will be made available for immediate public use consistently with this Rule and Academic Board policy and procedures in accordance with the policies and procedures of the Academic Board.

Note 1: Applicants are required to certify their awareness of this requirement prior to admission to candidature. See paragraphs 2.042.4(1)(c), 3.043.4(1)(c) and 4.034.3(1)(c).

Note 2: Candidates are required to certify their awareness of this requirement at the time their thesis is submitted for examination. See sub-clauses 2.22(4), 3.22(4) and 4.21(4).
Immediately following lodgement, the University Librarian will arrange for a label stating statement of the author’s rights under copyright law to be affixed or appended to the thesis.

6.3 Use of confidential material

If, at any time between application for admission to candidature and the lodgement of the thesis, it appears to the candidate’s supervisors and/or Head of Department that:

(a) successful completion of the candidature will require the use of confidential material; and
(b) the candidate would not be at liberty to fully disclose this confidential material in the thesis;

the matter will be reported as soon as possible to the Faculty Graduate Studies Committee.

The Faculty Graduate Studies Committee may, if it considers it appropriate to do so, recommend to the Chair of the Graduate Studies Committee of the Academic Board that the candidate be granted:

(a) permission to include in an appendix to the thesis any material that is essential to the thesis but which, for a limited period, may not be available for public inspection; and

(a)(b) permission to restrict access to the whole thesis for a limited period, with a redacted version of the thesis available for public inspection; or
(b)(c) exemption, in respect of the appendix, from the requirement to give the undertaking prescribed by sub-clauses 2.22(4), 3.22(4) and 4.21(4).

If, after considering the recommendation of the Faculty Graduate Studies Committee, the Chair of the Graduate Studies Committee of the Academic Board decides to give the permission and exemption referred to in sub-clause (2), the University Librarian will restrict public access to the appendix for a period specified by the Chair of the Graduate Studies Committee of the Academic Board.

Other than in exceptional circumstances, any period of restriction to a restricted appendix will not exceed five years.

6.4 Access to confidential material in a restricted appendix

The University Librarian may grant access by a scholar to a restricted appendix, provided that the scholar:

(a) demonstrates genuine concern with the material in the appendix; and
(b) has the written consent of either:
   (i) the author of the thesis; or
   (ii) the Head of Department.

The Head of Department may not consent to access by a scholar to a restricted appendix unless:

(a) all reasonable steps have been taken to contact the author; and
(b) the author cannot be contacted.
6.5 Delay in lodgement \textit{Restricted access} to protect intellectual property

(1) Where:

(a) the subject of an applicant or candidate’s higher degree thesis is work conducted collaboratively with industry; and

(b) there is a reasonable basis for concern that intellectual property contained in the thesis will be improperly exploited by others;

the Dean may recommend to the Chair of the Graduate Studies Committee of the Academic Board that \textit{access to the thesis be restricted for a limited period of time},

(c) the applicant or candidate be excused from the requirement to give the undertaking prescribed by sub-clauses 2.22(4), 3.22(4) and 4.21(4); and

(2) authorisation be given to the Dean to delay lodgement of the thesis. If, after considering the Dean’s recommendation, the Chair of the Graduate Studies Committee decides to give the permission and authorisation referred to in sub-clause (1), the Dean will delay lodgement of the thesis for a period specified by the Chair of the Graduate Studies Committee. may determine that access to the thesis should be restricted for a limited period of time.

(3) Other than in exceptional circumstances, any period of delay in lodgement \textit{restricted access to} the thesis will not exceed 18 months from the date of the award of the degree.

6.6 Delay in lodgement \textit{Restricted access} to protect the interests of the author

(1) If, at any time between application for admission to candidature and the lodgement of the thesis, it appears to the candidate; the candidate’s supervisors; and

the Head of Department;

(1) that there is a reasonable basis for believing that the candidate’s interests would be at risk if the thesis were made immediately available to the public, the candidate may apply in writing to the Dean for a delay in lodgement of the thesis \textit{to be restricted} for a specific limited period of time.

(2) The candidate’s application to the Dean should:

(a) clearly set out the reasons for the application;

(b) clearly state the length of the requested delay in lodgement \textit{restriction on access}; and

(c) include supporting evidence, as appropriate.

(3) If, after considering the candidate’s application, the Dean is satisfied that a delay in lodgement of restricting access to the thesis is necessary to protect the candidate’s interests, the Dean may:

(a) delay the lodgement of restrict access to the thesis for a period not exceeding six months from the date of the award of the degree; or

(b) recommend to the Chair of the Graduate Studies Committee of the Academic Board that:
(i) a longer period of deferral; or
(ii) an extension of an earlier deferral period; 

be approved.

(4) If, after considering the Dean's recommendation, the Chair of the Graduate Studies Committee decides to give the approval referred to in sub-clause (3), the Dean will delay lodgement of the thesis for a period specified by the Chair of the Graduate Studies Committee to restrict access to the thesis for a limited period of time.

(5) Other than in exceptional circumstances, any period of delay in lodgement restricted access to the thesis will not exceed 18 months from the date of the award of the degree.

6.7 Right of examiners to access

(1) Notwithstanding any other clause in this Rule, the thesis and any restricted appendix will be available to the examiners of the thesis, including:

(a) any Faculty committee or board of postgraduate studies of the Faculty; and
(b) any committee of the Academic Board;

for the purposes of examination or re-examination.

PART 7 - ENGLISH LANGUAGE REQUIREMENTS

7.1 All applicants whose first language is not English

(1) All applicants whose first language is not English must meet the University’s English language requirements to be eligible for admission to a higher degree by research course.

(2) Subject to this Part, any applicant for admission to a higher degree by research course whose first language is not English, must 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 higher degree by research course in a Faculty that has, with the approval of the Academic Board, set English language requirements above the minimum requirements set out in paragraph (2) must meet the Faculty’s requirements.

### 7.2 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 higher degree by research 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 Rule; and

   (ii) any individual band score is no more than 1.0 below the individual band score otherwise required by this Rule; or

(b) the applicant has a score on another test permitted by this Rule and the applicant’s score was no more than a corresponding amount below the score otherwise required by this Rule; and

(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 subparagraph (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; 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) whether the candidature is to be governed by an approved cotutelle agreement;

   (iv) any appropriate work experience that the applicant has had in an English language environment; and

   (v) any oral discussions between Faculty members and the applicant.

(4) The Dean must record in writing on the student file any grant of exemption from 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 8 - UNDERTAKING COURSEWORK UNITS OF STUDY

8.1 Enrolment in and assessment of coursework units of study

A higher degree by research student who is enrolled in a coursework unit of study will be subject to the provisions of Part 12 and Part 14 of the Coursework Policy 2014, including in respect of enrolment and assessment.

PART 9 - SPECIAL CONSIDERATION

9.1 Coursework units of study

(1) A higher degree by research student who is enrolled in a coursework unit of study will be subject to the provisions of the Coursework Policy 2014 in respect of special consideration due to illness or misadventure.

9.2 Progress and examination

(1) Special consideration is not available for illness or misadventure in:
   (a) the assessment of a student’s progress in a progress review; or
   (b) the examination process.

(2) A student required to show cause may request special consideration for illness, misadventure or exceptional circumstances outside of their control.

9.3 Variation of candidature

(1) A student may request special consideration due to illness, misadventure or circumstances outside of their control when seeking to vary candidature, including in respect of requests for:
   (a) suspension;
   (b) a change from full-time to part-time enrolment (or vice-versa);
   (c) extension of the latest date to submit for examination.

PART 107 MISCELLANEOUS

107.1 Rules, resolutions and policies that cease to have effect

(1) The following rules, resolutions and policies, as amended and in force immediately before the commencement of this Rule, cease to have effect to the extent set out in the table below:

   (a) University of Sydney (Doctor of Philosophy (PhD)) Rule 2004
(b) University of Sydney (Amendment Act) Rule 2000:
   (i) Part 9: Division 10 and Division 11
   (ii) Part 10: Division 3 and Division 5
NOTES

University of Sydney (Higher Degree by Research) Rule 2011

Date adopted: 21 March 2011

Date commenced: 25 March 2011

Related documents:

- Coursework Policy 2014
- Essential Resource for Postgraduate Students Policy 2012
- Progress Planning and Review for Higher Degrees by Research Students Policy 2015
- Supervision of Higher Degree by Research Students Policy 2013
- Thesis and Examination of Higher Degree by Research Policy
- Progress Planning and Review for Higher Degree by Research Students Procedures 2015
- Thesis and Examination of Higher Degree by Research Procedures 2015

List here documents related to the rule, in the following order.

- Commonwealth Statutes
- State Statutes
- Codes, protocols or similar, external to the University
- University Policies
- University Procedures
- University Guidelines

AMENDMENT HISTORY

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SUBMISSION TO ACADEMIC BOARD

SUPERVISION OF HIGHER DEGREE BY RESEARCH STUDENTS POLICY 2013

MEETING: 2 DECEMBER 2015

EXECUTIVE SUMMARY

The Student Administration Services (SAS) Program aligns with Strategy Four of the University Strategic Plan (Enrich the experience of university life for all our students) through the provision of “efficient and helpful student administration systems”. The SAS Program has undertaken a systematic review across the university’s student administration processes as part of a larger restructure of student administration. In particular, a series of improvements have been identified in the Higher Degree by Research (HDR) student environment that will significantly enhance both student and staff experience and enable the centralisation of a number of HDR student administration services.

Background

The proposed amendments to the Supervision of Higher Degree by Research Students Policy 2013 have been made to align with a Supervisor Register Proposal presented to both SEG RTC and Graduate Studies committees by the Director, Graduate Studies Office Mr Simon French (extracted below). Both committees endorsed this proposal which recommended that:

- Supervisor register approvals be university-wide
- The Supervisor register distinguish between those people who are permitted to be:
  1. Research or Auxiliary Supervisors
  2. Auxiliary Supervisors only
- The Supervisor Register should not distinguish between approval to supervise doctoral and/or masters by research students
- Academic staff (level B or above) of the University of Sydney who have completed the Foundations of Research Supervision (FORS) course or who have demonstrated supervisory experience should be routinely added to the Register
- Any staff member or affiliate can be routinely added to the register as an Auxiliary Supervisor only
- Staff or affiliates of the university who require an approval as an exception to the usual criteria under 11(2) or 11(3) will be considered for approval by the Chair of Graduate Studies Committee
- External people must have a current affiliation approved by the relevant faculty or school in order to be added to the Register. Any of the affiliate roles in the Affiliates Policy are sufficient to meet this requirement. Once the person’s affiliation is approved by the faculty and established by HR, the person can be added to the Supervisor Register. If no other affiliate role is suitable (such as an Honorary, Adjunct, or Research Affiliate role), then the new ‘Supervisors of Higher Degree by Research Students’ role provides an affiliation for an initial maximum period of four years (renewable as required) at no UEM charge
- Responsibility for determining that an individual supervisor is suitable for an individual candidature will remain with the Head of Department, as currently in the Supervision of Higher Degree by Research Students Policy 2013. This is the appropriate control point for detailed consideration of relevant experience and expertise for a specific candidature or project
- The HDR Admin Centre should regularly reconcile the Register with the HR system (T2) to ensure that all Supervisors on the Register have a current affiliation with the university. Where a person is not currently affiliated with the university (due to change of job, retirement, expiration of previous affiliation, or any other reason), the relevant faculty may either renew a suitable affiliation, or the Register record will be inactivated in accordance with the Supervision of Higher Degree by Research Students Policy 2013
- To transition to a new Register structure, all supervisors currently approved by any one faculty will be included in the university-wide Register. Supervisors approved in multiple faculties will be migrated to the new Register with their highest level of approval. The distinction between approval to supervise master only vs. doctorates and masters will no longer be recorded
In addition to the recommendations outlined in this paper the following amendments have also been made:

- Inclusion of a definition for the new Higher Degree by Research (HDR) Administration Centre
- Change in responsibility from the Graduate Studies Office to the HDR Administration Centre
- References to “APR” have been amended to “progress review” to reflect the terminology outlined in the new Progress Planning and Review for Higher Degree by Research Students Policy 2015
- Removal of clause 15 (5) Responsibilities of students: Thesis submission and examination, which is already adequately dealt with in the Thesis and Examination of Higher Degree by Research Policy 2015

Recommendation

*That Academic Board approve the amendments to the Supervision of Higher Degree by Research Students Policy 2013 as set out in the report presented*
SUPERVISION OF HIGHER DEGREE BY RESEARCH STUDENTS POLICY 2013

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

Dated: 22 February 2013

Last amended:

Signature:

Position: Chair, Academic Board

CONTENTS

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1 Name of policy

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

2 Commencement

This policy commences on 22 February 2013

3 Policy is binding

Except to the extent that a contrary intention is expressed, this policy binds the University, staff, students and affiliates.
4 Statement of intent

This policy:

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

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

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

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

5 Application

This policy covers applies to:

(a) staff, students and affiliates; and

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

   (i) Doctorate by research; or

   (ii) Master’s by research.

6 Definitions and interpretation

(1) In this policy:

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

   Note: For a non-exhaustive list of examples of academic dishonesty, see clause 3.1.2 of the Academic Dishonesty and Plagiarism in Coursework Policy 2012

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

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

   annual progress review (APR) means the annual review required by sections 2.12, 3.12 and 4.11 of the University of Sydney (Higher Degree by Research) Rule 2011a progress review conducted in accordance with Part 3 of the Progress Planning and Review for Higher Degree by Research Students Policy 2015.
AQF means the Australian Qualifications Framework (http://www.aqf.edu.au/)

associate dean means the associate dean with authority for overseeing higher degrees by research in the relevant faculty matters relating to higher degrees by research of the faculty in which the student is enrolled.

auxiliary supervisor has the meaning provided in clause 8 of this policy.

candidature means the period commencing when a person accepts the University’s offer of admission to an award course, in accordance with University and government requirements as amended from time to time, and ending when the degree is conferred or the candidature otherwise ceases.

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

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

dean means the dean of the relevant faculty in which the student is enrolled.

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

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

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

a degree with the word ‘Doctor’ in the title comprising a minimum of two-thirds research that is approved by the Academic Board.

Note: The Academic Board will not approve a Doctorate by research unless it complies with the Australian Qualifications Framework at AQF level 10.

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

faculty means a faculty or a board of studies as established by Senate in each case by its constitution, and refers to the student’s faculty of enrolment refers to the faculty in which the student is enrolled.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Studies Committee</td>
<td>means the Graduate Studies Committee of the Academic Board.</td>
</tr>
<tr>
<td>head of department or head of school</td>
<td>has the meaning provided in the <em>University of Sydney (Higher Degree by Research) Rule 2011</em> (as amended) which at the date of this policy is:</td>
</tr>
<tr>
<td></td>
<td>means the head of the relevant department or discipline.</td>
</tr>
<tr>
<td>Note:</td>
<td>Functions performed by the head of department may be performed by the head of school, dean or associate dean, in accordance with paragraph 1.02(5) of the <em>University of Sydney (Higher Degree by Research) Rule 2011</em>, particularly in faculties that are not organized into departments or disciplines.</td>
</tr>
<tr>
<td>HDR Administrative Centre</td>
<td>means the Higher Degree by Research Administrative Centre within the Deputy Vice-Chancellor (Registrar) portfolio.</td>
</tr>
<tr>
<td>international student advisers</td>
<td>means staff within the International Student Office who provide support to international students on issues related to student visa, scholarship and general academic progression.</td>
</tr>
<tr>
<td>ITL</td>
<td>means the Institute for Teaching and Learning, at the University.</td>
</tr>
<tr>
<td>master’s by research</td>
<td>has the meaning provided in the <em>University of Sydney (Higher Degree by Research Rule) 2011</em> (as amended) which at the date of this policy is:</td>
</tr>
<tr>
<td></td>
<td>a degree with the word ‘Master’ in the title comprising a minimum of two thirds research that is approved by the Academic Board.</td>
</tr>
<tr>
<td>Note:</td>
<td>The Academic Board will not approve a Master’s by research unless it complies with the Australian Qualifications Framework at AQF Level 9.</td>
</tr>
<tr>
<td>plagiarism</td>
<td>means presenting another person’s work as one’s own work by presenting, copying or reproducing it without appropriate acknowledgement of the source. Plagiarism is a form of academic dishonesty.</td>
</tr>
<tr>
<td>Note:</td>
<td>For a non-exhaustive list of examples of plagiarism see clause 3.2.2 of the <em>Academic Dishonesty and Plagiarism in Coursework Policy 2012</em>.</td>
</tr>
<tr>
<td>postgraduate coordinator</td>
<td>means the academic staff member within the department in which the student is enrolled with authority for matters relating to higher degrees by research postgraduate coordinator for the relevant department.</td>
</tr>
<tr>
<td>probationary period</td>
<td>has the meaning as described in clauses 2.05, 3.05, and 4.04 of the <em>University of Sydney (Higher Degree by Research) Rule 2011</em>.</td>
</tr>
<tr>
<td>research supervisor</td>
<td>has the meaning provided in clause 8 of this policy.</td>
</tr>
</tbody>
</table>
student means a person who is currently admitted to candidature in an award course at the University.

supervisor means, in relation to a higher degree by research student, a person appointed to discharge the responsibilities set out in clause 14 of this policy. For the purpose of this policy, the generic term supervisor(s) will be used to include research supervisors, co-ordinating supervisors, and auxiliary supervisors.

Supervisor Register means the University-wide register of individuals approved as supervisors for higher degree by research students, established under clause 13 of this policy.

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

7 Principles of supervision

(1) Roles and responsibilities
(a) Higher degree by research students are ultimately responsible for their own work.
(b) Supervisors are responsible for offering tailored guidance and constructive feedback.
(c) Supervisors and students must discuss their respective roles, and the expectations and requirements of the degree. They must reach a common understanding of:
   (i) key project aims;
   (ii) key milestones;
   (iii) proposed timetable; and
   (iv) methods of working together,
and must revisit these regularly to ensure that the project stays on track.

(2) Quality of relationships
(a) Supervisors and students must establish and maintain clear communication, which means actively clarifying any misunderstandings or divergent expectations as they arise.
(b) Giving and receiving critical feedback, and learning how to use it effectively, are integral aspects of the research process. Supervisors and students should undertake these activities with a spirit of goodwill and a common focus on producing quality learning as well as quality work.
(c) Supervisors should be responsive to students’ changing needs at different stages of the degree.

(3) Diversity
(a) Supervisors and students must treat each other fairly and reasonably and should respect the social and intellectual diversity of the University community.
(b) Supervisors and students must not engage in, or tolerate, harassment and discrimination.
Note  See also:
  Code of Conduct – Staff and Affiliates;
  Code of Conduct for Students
  Harassment and Discrimination Prevention Policy and Resolution Procedure.

(c) Supervisors and students must recognise that every supervisory relationship is unique and will reflect the particular needs, preferences and work styles of those involved.

(d) Supervisors and students must recognise that intellectual and practical input from other supervisors is necessary and desirable, and is to be encouraged.

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

(4) Life-long learning

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

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

Note:  See also Academic Board Resolutions: General Attributes of Graduates of the University of Sydney

8 Supervisors

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

(a) research supervisors; or

(b) auxiliary supervisors.

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

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

(4) Research supervisors:

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

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

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

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

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

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

(b) a person with the appropriate knowledge required for part of the student’s candidature;
(c) a person whose links with industry enable a student to have access to specialised equipment and facilities; or

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

9 Supervisory teams

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

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

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

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

(5) Each individual member of a supervisory team must:

(a) be eligible to supervise higher degree by research students;

(b) be familiar with the University’s policies, procedures and resources, and applicable faculty requirements.

(6) Together the team must:

(a) have content expertise in the area of the student’s research; and

(b) be structured in such a way that no individual supervisor is a research supervisor for more than 5 full time candidates except as permitted according to Clause 132 of this policy; and

(c) be able to provide continuous supervision for the likely duration of the student’s candidature, allowing for changes in any individual supervisor’s availability.

(7) One research supervisor in the team must be nominated as the co-ordinating supervisor.

(a) The co-ordinating supervisor is responsible for:

(i) meeting administrative requirements; and

(ii) reporting the aggregated views of team members to the head of department or dean or associate dean.

(b) An auxiliary supervisor may not act as co-ordinating supervisor except when appointed in the temporary absence of a research supervisor as set out in clause 14(10)(c) of this policy.

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

(9) Default model of supervision

(a) For an individual student the relevant head of department or postgraduate coordinator will appoint:

(i) one research supervisor; and
(ii) one auxiliary supervisor.

(b) The research supervisor will be the co-ordinating supervisor.

10 Co-supervision model

(a) The relevant head of department or postgraduate coordinator will appoint two research supervisors to supervise an individual student, each of whom will have equal responsibility for the candidature.

(b) The relevant head of department or postgraduate coordinator will designate one research supervisor to be the co-ordinating supervisor. Where a student is being supervised by supervisors from different faculties, the co-ordinating supervisor will normally be from the faculty in which the student is enrolled.

(c) The academic workload for each supervisor will be determined by the dean or associate dean of the supervisors’ faculties.

11 Supervisory panel model

(a) The relevant head of department or postgraduate coordinator may decide that any individual candidature requires the appointment of a supervisory panel of more than two supervisors.

(b) Such panels will consist of a mix of research and auxiliary supervisors, according to the requirements of individual candidatures.

(c) The relevant head of department or postgraduate coordinator will nominate one research supervisor as co-ordinating supervisor. Where a student is being supervised by supervisors from different faculties, this will normally be a research supervisor from the faculty in which the student is enrolled.

(d) The academic workload for each supervisor will be determined by the dean or associate dean of the supervisors’ faculties.

10 Supervisor development

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

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

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

11 Supervisor eligibility

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

(a) be a member of the academic staff at Level B or above; or
have a current affiliation with the University considered appropriate by the relevant dean or associate dean, approved by the relevant faculty or department; and

c) have participated in ongoing and appropriate development activities including but not limited to:

(i) the Foundations of Research Supervision course run by ITL; or

(ii) other relevant workshops and programs as directed by the relevant head-of-department; or

(iii) demonstrated experience at supervising at another university; and

(d) be research active; and


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

(e) be qualified to undertake research supervision appropriate to the discipline by:

(i) holding a qualification at AQF Level 10; or

(ii) having equivalent professional or research experience.

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

and

(f) meet such other conditions as the relevant dean or associate dean considers appropriate.

(2) When a supervisor is not a current member of academic staff at Level B or above, the dean or associate dean may limit them to act as an auxiliary supervisor.

(3) Where a proposed supervisor does not meet the criteria specified in this clause, or where the relevant dean or associate dean thinks it appropriate, the relevant dean or associate dean may limit an individual supervisor to acting as:

(a) auxiliary supervisor only; or

(4) supervisor for Master’s by research degree students only.

12——Supervisor workload

(5) Supervisors must adhere to the relevant academic workloads appropriate to the level of supervision being provided.

(6) A research supervisor will not normally supervise more than 5 full-time equivalent postgraduate research students at one time, or pro rata for a supervisor employed on a fractional basis.
A research supervisor may only exceed the normal load with approval from the relevant dean, which may only be provided after consideration of a recommendation, including reasons, from the relevant head of department.

The relevant dean must report all such approvals to the Graduate Studies Office as soon as possible after they are given.

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

Note: See the _Enterprise Agreement 2013–2017_, Section G.

12 The Supervisor Register

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

(2) The register will distinguish between those people who are approved to act as:

- (a) research or auxiliary supervisors; and
- (b) auxiliary supervisors only.

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

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

(5) Academic staff and affiliates who have not completed the Foundations of Research Supervision course run by ITL require approval for registration from the Chair of the Graduate Studies Committee.

(6) Registered supervisors will be approved as such by the dean or associate dean to supervise students enrolled in that faculty. An individual supervisor may have multiple approvals from multiple faculties.

(7) Individuals who, at the commencement of this policy, were approved as “primary supervisors” will be added to the Supervisor Register as research supervisors.

(8) Individuals who, at the commencement of this policy, were approved as “associate supervisors” will be limited to act as auxiliary supervisors only.

Note: Further information about the Supervisor Register is available from the Graduate Studies Office website.

(9) Faculties may limit supervisor approvals as provided in clause 11(3) of this policy, and any such limitations will be recorded in the Supervisor Register.

(10) Individuals who, at the commencement of this policy, were limited to supervising master’s level students only will continue to be limited to master’s level only until a further approval is provided.

(11) The relevant dean or associate dean must notify the Graduate Studies Office of all changes to approvals for supervision of students enrolled in a faculty, including:

- (a) any new approvals;
(b) from supervision of masters students only to masters and doctoral students and vice versa;

(c) from auxiliary supervision to research and auxiliary supervision and vice versa; or

(d) any other movements as requested by the faculty.

(12) Routine inactivation of approvals deregistration

(a) The relevant dean or associate dean must request inactivation of the approval for an individual listed in the Supervisor Register when that person:

(i) is no longer actively affiliated with the University;

(ii) no longer meets the supervision criteria as specified in clause 11 of this policy; or

(iii) has not supervised an enrolled student in the faculty for a period of three continuous years.

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

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

(13) Performance related inactivation of approvals deregistration

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

Note: See Performance Planning and Development Policy 2012 and Academic Planning and Development guidelines.

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

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

(14) Misconduct related inactivation of approvals deregistration

(a) When a person is found to have committed research misconduct or other professional misconduct, the Provost, in consultation with the relevant delegate (or their designated nominee) responsible for managing the misconduct proceedings and the dean of the relevant faculty, may request removal of the person from the Supervisor Register.

(b) The Director of the Graduate Studies Office will notify any individual whose approval is inactivated who is deregistered on this basis, in writing.


(15) Appeals against inactivation of approvals deregistration

(a) An individual may appeal against routine inactivation deregistration to the relevant dean or associate dean.

(b) An individual may appeal against performance related inactivation deregistration to the relevant dean or associate dean.

(c) The dean or associate dean may approve reactivation, consistent with the requirements of the Enterprise Agreement 2013-2017 and the Performance Planning and Development Policy 2012.
(16) Reactivating approvals registration
(a) The relevant dean or associate dean may request re-activation registration of supervisors who have previously been inactivated deregistered.

(17) Reporting
(a) The Graduate Studies Office HDR Administrative Centre will report annually to the Graduate Studies Committee of the Academic Board on issues relating to the Supervisor Register.
(b) Reports must include a summary of actions taken and any recommendations relating to operation of the Supervisor Register.

13 Supervisor workload
(1) A research supervisor will not normally supervise more than 5 full-time equivalent postgraduate research students at one time, or pro rata for a supervisor employed on a fractional basis.
(2) A research supervisor may only exceed the normal load with approval from the relevant dean, which may only be provided after consideration of a recommendation, including reasons, from the relevant head of department or postgraduate coordinator.
(3) The relevant dean must report all such approvals to the HDR Administrative Centre as soon as possible after they are given.
(4) The dean may assign a student to an auxiliary supervisor if the dean is satisfied that the auxiliary supervisor can provide the necessary skills and expertise, without compromising their existing students’ candidatures. Academic workload should also be taken into consideration.
Note: See the Enterprise Agreement 2013 -2017, Section G.

14 Responsibilities of supervisors
(1) Unless otherwise specified, the responsibilities described in this clause apply equally to each supervisor of a student.
(2) Where the supervisory team contains more than one research supervisor, each research supervisor must fulfil all of the responsibilities of research supervisors described in this clause.
(3) Supervisors must maintain a professional relationship with their students, other supervisors and other University staff.
(4) The supervisor’s primary role is to provide academic support and guidance throughout a candidature with the objective of enabling the student to achieve a high standard of research activity and output.
(5) In agreeing to inclusion registration on the Supervisor Register, the supervisor accepts the responsibilities set out in this clause.
(6) Prior to undertaking supervision
(a) The supervisor should participate in the University staff development programs for research supervision.
Note: The Foundations of Research Supervision program is run through the ITL.
(7) **Selection of student and or project**

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

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

(8) **Conflicts of interests**

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

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

(9) **At the commencement of the candidature**

(a) The research supervisor will:

(i) notify the student about orientation and induction events run by the University, faculty, school or department;

(ii) ensure that the student participates in induction programs and workshops as directed by the faculty or department;

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

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

**Note:** See **Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney**

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

(d) All supervisors must familiarise themselves with the **Essential Resources for Postgraduate Research Students Policy 2012**, and use it to inform their discussions with the student and the department about the resources that may be available to support each particular candidature.

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

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

(g) The research supervisor may be expected to help their student develop a research budget, and advise them on how to acquire information about relevant research funding schemes.
(10) During the candidature: supervisory teams and relationships

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

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

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

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

(d) All supervisors must:

(i) build and maintain supervisory relationships with their students;
(ii) clarify with their students what is expected of each other within this relationship;
(iii) establish agreed methods of working with their students; and
(iv) fulfil their side of any agreement.

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

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

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

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

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

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

(11) During the candidature: administrative requirements

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

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

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

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

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

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

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

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

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

   (ii) the head of department may vary the supervision arrangements, including appointing a new research supervisor, as required.

(13) During the candidature: managing progress

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

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

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

(d) The research supervisor is responsible for reaching agreement with the student about:

   (i) indicators of progress being made; and

   (ii) submission of appropriate written work, interim reports or research results.

(e) The supervisor must return written work to the student, with constructive feedback, in a timely fashion. Unless other time frames are agreed between the supervisor and the student:

   (i) written work up to the equivalent in length to a chapter must be returned within one month; and

   (ii) written work up to the equivalent in length to two chapters must be returned within two months.
(f) The research supervisor must provide feedback on progress to the student and make annual progress reports to the faculty and any scholarship authority.

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

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

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

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

Note: See Written and Oral Communication Skills of Students Policy

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

Note: See University of Sydney (Higher Degree by Research) Rule 2011 for further requirements relating to progress and progress reviews APRs.

(14) During the candidature: duty of care

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

Note: see Student Support services website for a list of available services http://sydney.edu.au/current_students/student_services/index.shtml

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

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

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

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

(e) The research supervisor must be aware of the particular challenges that may be faced by an international student and be sensitive to the social, academic and intellectual transition issues that an international student moving to Australia for the first time may experience.
(f) The supervisor should be aware of the services available to an international student, particularly in relation to the provisions of the ESOS National Code, and refer the student to appropriate sources of information as required.

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

(15) The research community

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

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

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

(16) Thesis content, writing and submission

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

(b) As far as possible, the research supervisor should ensure that the work submitted is the student’s own and that data are valid.

(i) The research supervisor may, with the student's consent, apply similarity detecting software to the student’s work prior to submission, preferably as each chapter is completed.

(c) The supervisor should discuss matters of academic honesty, including plagiarism, with the student prior to submission of the thesis for examination as required.

(d) When required by the course resolutions of the degree, the research supervisor will:

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

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

in good time before the thesis is submitted.

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

(17) Compliance requirements

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

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

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

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

Note: Ethics approval cannot be provided retrospectively.

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

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

Note: See University of Sydney (Intellectual Property) Rule 2002 (as amended)

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


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

(h) A research supervisor must ensure that student is aware of all applicable requirements for retention of data, and requirements for members of staff to complete a statement of authorship for each paper submitted for publication.

(i) The supervisor must ensure that safe working practices are developed and maintained at all times. This includes:

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

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

Note: See Occupational Health and Safety Policy.

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

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

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

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

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

(2) **At the commencement of the candidature**

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

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

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

(c) Students are responsible for ensuring that they must comply with the requirements of any scholarship, external funding, sponsorship or other monetary provisions.

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

   **Note:** See also *Essential Resources for Postgraduate Research Students Policy 2012*

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

   **Note:** See: *Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney*

(f) Students must undertake any coursework or other activities required by their supervisor or head of department.

(g) Students must familiarise themselves with the *Essential Resources for Postgraduate Research Students Policy 2012*, to inform their discussions with their supervisors, department, faculty and the University about the resources that may be available to support their candidature.

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

(3) **During the candidature**

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

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

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

(d) Students should make every effort to build and maintain satisfactory supervisory relationships. This includes:
(i) establishing with their supervisors agreed methods of working;
(ii) fulfilling their side of any agreement; and
(iii) meeting regularly with their supervisors. In the probationary period of their candidature this should be at least fortnightly. As the candidature progresses different contact arrangements may be negotiated as appropriate.

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

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

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

(4) The research community

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

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

(5) Thesis submission and examination

(a) Students must ensure that they allocate sufficient time to write up the thesis and to ascertain requirements for content, style and presentation. Students should consult the department about guidelines.

(b) Students must give their supervisors three months notice of the expected submission date of the thesis, to allow for early nomination of examiners.

(c) Students are responsible for the content, style and presentation, and for the production of, the thesis that is finally presented.

(d) Students must comply with the requirements of the examination process including making any emendations, in consultation with the research supervisor or head of department, within all applicable time frames.

(e) The student must submit a copy of the thesis with all required emendations to the faculty.

(f) The student must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for immediate public use.

Note: See University of Sydney (Higher Degree by Research) Rule 2011 Clause 6.02

(6) Compliance requirements

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

Note: All current University policies and procedures are available from the Policy Register.
(b) Students must familiarise themselves with the resolutions governing the degree course in which they are enrolled.

(c) Students must consult their supervisors about applications for ethics approval where their project involves the study of animal or human subjects (including the use of questionnaires).

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

(e) Students are responsible for ensuring that they avoid all forms of academic dishonesty, including plagiarism.

(f) Students must familiarise themselves with the requirements of the Code of Conduct for Responsible Research Practice and Guidelines for Dealing with Allegations of Research Misconduct.

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

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

(g) Students should read the University of Sydney (Intellectual Property) Rule 2002 (as amended) and explore with their supervisor and the University the possible exploitation of any invention or other intellectual property arising from their research.

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

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

Note: See Occupational Health and Safety Policy

(7) Grievances

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

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

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

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

   (i) Code of Conduct for Responsible Research Practice and Guidelines for Dealing with Allegations of Research Misconduct;

   (ii) Harassment and Discrimination Prevention Policy and Resolution Procedure;

   (iii) Reporting Wrongdoing Policy 2012;

   (iv) Student Grievances, Appeals and Applications for Review Policy.

(e) Students are encouraged to familiarise themselves with the mechanisms available for helping with supervisor-student difficulties and to take advantage of them if necessary.
(f) Students may seek independent advice or representation, including from the Sydney University Postgraduate Representative Association (SUPRA).

156 Responsibilities of departments

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

(2) Departments are responsible for the following:

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

(b) varying supervisory arrangements as required;

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

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

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

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

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

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

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

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

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

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

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

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

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

(n) reporting to the dean or associate dean if the required facilities are not available;
(o) encouraging interaction and the development of beneficial intellectual relationships amongst students and staff and encouraging students to participate in appropriate departmental or faculty activities;

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

(q) the proper and expeditious conduct of the examination process, including the timely selection of appropriate examiners in accordance with University policies and procedures; and

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

167 Responsibilities of faculties

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

(2) Faculties are responsible for the following:

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

(b) approving suitably qualified staff to supervise higher degree by research students in their faculty;

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

(d) informing the Graduate Studies Office of changes to supervisor approvals for their faculty;

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

(f) explaining students’ rights and obligations;

(g) providing necessary resources in accordance with the Essential Resources for Postgraduate Research Students Policy 2012, and discussing the availability of necessary resources, appropriate to the candidature, with students and their supervisors as required;

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

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

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

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

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

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

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

Rescissions

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

NOTES

Supervision of Higher Degree by Research Students Policy 2012

Date adopted: 22 February 2013
Date commenced: 22 February 2013
Administrator: Director, Graduate Studies Office with advice to the Graduate Studies Committee of the Academic Board and SEG Research Training Committee Deputy Vice-Chancellor (Education)

Review date:

Related documents:

Autonomous Sanctions Act 2011 (Cth)

Education Services for Overseas Students (ESOS) Act 2000 (Cth)

University of Sydney (Higher Degrees by Research) Rule 2011

University of Sydney (Intellectual Property) Rule 2002 (as amended)

Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney
AMENDMENT HISTORY

| Provision                                                                 | Amendment | Commencing |
|--------------------------------------------------------------------------|-----------|------------|------------|
| Academic Planning and Development Guidelines                             |           |            |
| Code of Conduct for Students                                             |           |            |
| Code of Conduct for Responsible Research Practice and Guidelines for Dealing with Allegations of Research Misconduct |           |            |
| Code of Conduct - Staff and Affiliates                                   |           |            |
| Essential Resources for Postgraduate Research Students Policy 2012       |           |            |
| Occupational Health and Safety Policy                                   |           |            |
| Performance Planning and Development Policy 2012                        |           |            |
| Enterprise Agreement 2013-2017                                          |           |            |
12.2.3 Final Thesis Lodgement Guidelines for Students

FINAL THESIS LODGEMENT GUIDELINES FOR STUDENTS
Approved by Academic Board, Resolution 31/13

You can find information about the final lodgement of your thesis (including the final lodgement form and a list of HDR Administrator contacts) at http://sydney.edu.au/hdrac (TBC)

To lodge the final copy of your thesis, you will need to do three things:
- download the ‘Final lodgement of thesis’ form from the website, print, sign both pages and return the hard copy to your HDR Administrator
- check and update your thesis title and abstract in Sydney Student.
- email the thesis itself in one or more separate files to your HDR Administrator

THE THESIS FILE(S)

The recommended format for the text component of a thesis is PDF – portable document format.

Any images, fonts and/or tables should be embedded in the document. Do not include any signatures in the thesis document.

Front page
The very first page of your thesis should include:
- The full title of your thesis
- Your name
- The words “A thesis submitted in fulfilment of the requirements for the degree of” your degree name, e.g. “Doctor of Philosophy”
- Your Faculty
- “University of Sydney”
- The year of award (that is, the date that appears on your letter of award)

Conversion
- The latest version of Adobe Acrobat should be used to convert the original word processed thesis file. Do not use files scanned from a hard copy.
- The pdf created should be backwards compatible with Adobe Acrobat v5.0
- All fonts and images must be embedded. Any accompanying audio or video should be submitted as a separate file [see Other File Formats]
- Conversion settings should be set to “High Quality Print”

File Size
- The thesis file should be no larger than 100 MB. If the file size is larger than this it should be broken up to smaller file sizes in a logical manner i.e. by chapter, by part or other natural division.

File naming convention
- surname_initials_thesis.pdf
  - i.e. christensen_sp_thesis.pdf

Where the thesis is broken up into smaller file sizes
- christensen_sp_thesis_1.pdf
- christensen_sp_thesis_2.pdf
- christensen_sp_thesis_3.pdf

Security settings
No security settings restricting access should be set on the file(s) upon submission.

OTHER FILE FORMATS
For a thesis including one or more components that may not be provided as PDF, the following file formats are preferred for the sake of sustainability.
- Images – uncompressed TIF
- Audio- raw or wav for archival purposes
- Video— no prescribed format. If possible the file size should be no more than 500MB.
- Databases -- – no prescribed format
- Programs – no prescribed format
academic board report of the graduate studies committee – appendix F

- Anything else should be in the native format.

If a file requires special software to be usable please provide the following information upon lodgement:
  - File type and format
  - Software and version required to use it
  - Platform required to run it.

If you have any questions relating to file formats please direct them to the Sydney eScholarship Repository Coordinator [sesr.info@sydney.edu.au]

COPYRIGHT

For a comprehensive guide to copyright and your thesis see the Copyright and your thesis guide on the University’s Copyright site. Your HDR Administrator will attach a copyright statement to the beginning of each pdf file to help protect your copyright.
12.2.5.2 Faculty of Arts and Social Sciences: Graduate Certificate in Economic Analysis

1 Degrees, diplomas and certificates of the Faculty of Arts and Social Sciences

(1) With the exception of the Doctor of Letters and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Arts and Social Sciences. The Doctor of Letters and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2022. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<tr>
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<td>DLitt</td>
<td>Published Work</td>
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<tr>
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<td>Doctor of Arts</td>
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<td>Master of Media Practice</td>
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<tr>
<td>MAMHESTD-01</td>
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<td>BPARTSAR-07</td>
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<tr>
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<td>Bachelor of Arts (Advanced) (Honours) **</td>
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<tr>
<td>BPARTAST-01</td>
<td>Bachelor of Arts (Asian studies)*</td>
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<td>BPARTLAN-01</td>
<td>Bachelor of Arts (Languages)*</td>
<td>BA(Lang)</td>
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<tr>
<td>BPARTMCO-01</td>
<td>Bachelor of Arts (Media and Communications)*</td>
<td>BA(Media &amp; Comm)</td>
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<tr>
<td>BUCECONOM-03</td>
<td>Bachelor of Economics*</td>
<td>BEc</td>
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### 3 Combined degrees

<table>
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<th>Code</th>
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<th>Credit points</th>
</tr>
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<tbody>
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<td>BPARTECN1000</td>
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<td>BA/BEc</td>
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<tr>
<td>BPAMCLAW-03</td>
<td>Bachelor of Arts* and Bachelor of Laws*</td>
<td>BA/LLB</td>
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<tr>
<td>BPARTSWK-03</td>
<td>Bachelor of Arts* and Bachelor of Social Work^</td>
<td>BA/BSW</td>
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<tr>
<td>BPCOMART-01</td>
<td>Bachelor of Commerce* and Bachelor of Arts*</td>
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<td>BPECNLAWS-06</td>
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<tr>
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<td>Bachelor of Education (Secondary: Humanities and Social Sciences)^ and Bachelor of Arts*</td>
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<td>BPENGART-01</td>
<td>Bachelor of Engineering* and Bachelor of Arts*</td>
<td>BE/BA</td>
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<tr>
<td>BPITCART-01</td>
<td>Bachelor of Information Technology^ and Bachelor of Arts *</td>
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<td>BPIGSLAW-01</td>
<td>Bachelor of International and Global Studies* and Bachelor of Laws*</td>
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<td>BPMSTART-01</td>
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<tr>
<td>BPPESLAW-01</td>
<td>Bachelor of Political, Economic and Social Sciences* and Bachelor of Laws **</td>
<td>BPESS/LLB</td>
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<tr>
<td></td>
<td>Bachelor of Project Management*/Bachelor of Arts*</td>
<td>BPM/BA</td>
<td>240</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study.
^may be awarded with honours in an integrated program.
**no new admissions from 2014

### 4 Double degrees

<table>
<thead>
<tr>
<th>Code</th>
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<th>Abbreviation</th>
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<td>BPECNAMES-02</td>
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<tr>
<td>BPECNAMED-01</td>
<td>Bachelor or Economics* and Doctor of Medicine</td>
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</tr>
<tr>
<td>BUARTNUR-02</td>
<td>Bachelor of Arts* and Master of Nursing</td>
<td>BA/MN</td>
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</tbody>
</table>

*may be awarded with honours following a further year of study.
^may be awarded with honours in an integrated program.
**no new admissions from 2014
<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNAPPLIN-01</td>
<td>Graduate Diploma in Applied Linguistics</td>
<td>GradDipAppLing</td>
<td>36</td>
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<tr>
<td>GNARTCRT-01</td>
<td>Graduate Diploma in Art Curating</td>
<td>GradDipArtC</td>
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</tr>
<tr>
<td>GNARTCUR-01</td>
<td>Graduate Diploma in Art Curatorship **</td>
<td>GradDipAC</td>
<td>36</td>
</tr>
<tr>
<td>GNARTSAR-04</td>
<td>Graduate Diploma in Arts **</td>
<td>GradDipArts</td>
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<tr>
<td>GNASISSTD-01</td>
<td>Graduate Diploma in Asian Studies **</td>
<td>GradDipAsian Stud</td>
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</tr>
<tr>
<td>GNCREAWR-01</td>
<td>Graduate Diploma in Creative Writing</td>
<td>GradDipCW</td>
<td>36</td>
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<tr>
<td>GNCULSTD-01</td>
<td>Graduate Diploma in Cultural Studies</td>
<td>GradDipCS</td>
<td>36</td>
</tr>
<tr>
<td>GNDEVSTD-01</td>
<td>Graduate Diploma in Development Studies</td>
<td>GradDipDVST</td>
<td>36</td>
</tr>
<tr>
<td>GNDICOCU-01</td>
<td>Graduate Diploma in Digital Communication and Culture</td>
<td>GradDipDCC</td>
<td>36</td>
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<tr>
<td>GNECONAN-01</td>
<td>Graduate Diploma in Economic Analysis</td>
<td>GradDipEcAnalysis</td>
<td>48</td>
</tr>
<tr>
<td>GNECONOM-05</td>
<td>Graduate Diploma in Economics</td>
<td>GradDipEc</td>
<td>48</td>
</tr>
<tr>
<td>GENSENLST-01</td>
<td>Graduate Diploma in English Studies</td>
<td>GradDipES</td>
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<tr>
<td>GNEURSTD-01</td>
<td>Graduate Diploma in European Studies **</td>
<td>GradDipEuroStud</td>
<td>36</td>
</tr>
<tr>
<td>GNFRILSTD-01</td>
<td>Graduate Diploma in Film Studies **</td>
<td>GradDipFS</td>
<td>36</td>
</tr>
<tr>
<td>GNHECOMM-01</td>
<td>Graduate Diploma in Health Communication</td>
<td>GradDipHC</td>
<td>36</td>
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<tr>
<td>GNHECOMM-05</td>
<td>Graduate Diploma in Health Security</td>
<td>GradDipHlthSec</td>
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<td>GNHUMRIG-01</td>
<td>Graduate Diploma in Human Rights</td>
<td>GradDipHR</td>
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<tr>
<td>GNINTREL-01</td>
<td>Graduate Diploma in International Relations</td>
<td>GradDipIR</td>
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<td>GradDipIntS</td>
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<td>GNMHESTD-01</td>
<td>Graduate Diploma in Museum and Heritage Studies</td>
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<td>GNMSMST-02</td>
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<td>GNPECOST-01</td>
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<td>GNPOLECN-01</td>
<td>Graduate Diploma in Political Economy</td>
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<td>GNPOLECN-02</td>
<td>Graduate Diploma in Public Administration</td>
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<td>GNPUBPOL-01</td>
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<td>Course title</td>
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<td>Credit points</td>
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<tr>
<td>GNPUBLIS-01</td>
<td>Graduate Diploma in Publishing</td>
<td>GradDipPub</td>
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<tr>
<td>GNSTPURE-01</td>
<td>Graduate Diploma in Strategic Public Relations</td>
<td>GradDipStatPR</td>
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<tr>
<td>GNTRASTD-01</td>
<td>Graduate Diploma in Translation Studies **</td>
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</tr>
<tr>
<td>GNUSSTUD-01</td>
<td>Graduate Diploma in US Studies</td>
<td>GradDipUSS</td>
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</tbody>
</table>

** No new admissions

### 6 Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<tr>
<td>GCAPPLIN-01</td>
<td>Graduate Certificate in Applied Linguistics</td>
<td>GradCertAppLing</td>
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<tr>
<td>GCARTCRT-01</td>
<td>Graduate Certificate in Art Curating</td>
<td>GradCertArtC</td>
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<tr>
<td>GCARTCUR-01</td>
<td>Graduate Certificate in Art Curatorship **</td>
<td>GradCertAC</td>
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</tr>
<tr>
<td>GCARTSAR-02</td>
<td>Graduate Certificate in Arts **</td>
<td>GradCertArts</td>
<td>24</td>
</tr>
<tr>
<td>GCASISTD-01</td>
<td>Graduate Certificate in Asian Studies **</td>
<td>GradCertAsianStud</td>
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<td>GCCREAWR-01</td>
<td>Graduate Certificate in Creative Writing</td>
<td>GradCertCW</td>
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<td>GCCULSTD-01</td>
<td>Graduate Certificate in Cultural Studies</td>
<td>GradCertCS</td>
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<td>Graduate Certificate in Development Studies</td>
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<tr>
<td>GCDICOCU-01</td>
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<td>GradCertDCC</td>
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<td>Graduate Certificate in Economic Analysis</td>
<td>GradCertEcAnalysis</td>
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<tr>
<td>GCECONOM-01</td>
<td>Graduate Certificate in Economics</td>
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<td>GCENGLST-01</td>
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<tr>
<td>GCFILSTD-01</td>
<td>Graduate Certificate in Film Studies **</td>
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<td>GCHECOMM-01</td>
<td>Graduate Certificate in Health Communication</td>
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<td>GCINTSTD-02</td>
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<tr>
<td>GCMEDPRA-01</td>
<td>Graduate Certificate in Media Practice</td>
<td>GradCertMediaPrac</td>
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</table>
Graduate Certificate in Museum and Heritage Studies GradCertMHS 24
Graduate Certificate in Museum Studies ** GradCertMuseumStud 24
Graduate Certificate in Peace and Conflict Studies GradCertPACS 24
Graduate Certificate in Political Economy GradCertPolEc 24
Graduate Certificate in Public Administration GradCertPAdmin 24
Graduate Certificate in Public Policy GradCertPP 24
Graduate Certificate in Publishing GradCertPub 24
Graduate Certificate in Strategic Public Relations GradCertStratPR 24
Graduate Certificate in US Studies GradCertUSS 24

** No new admissions

* No new admissions in the specialisations of Archaeology, Classics & Ancient History, Philosophy and Sociology. no new admissions in the speciality of History from Semester 2, 2013. No new admissions at all from Semester 1, 2014

7 Diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<td>DLARTSAR-02</td>
<td>Diploma of Arts</td>
<td>DipArts</td>
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<tr>
<td>DLSOCSCI-01</td>
<td>Diploma of Language Studies</td>
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<tr>
<td>DLLANSTD-01</td>
<td>Diploma of Social Sciences</td>
<td>DipSocSc</td>
<td>48</td>
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</table>
Graduate Certificate in Economic Analysis
Graduate Diploma in Economic Analysis
Master of Economic Analysis

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
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<tr>
<td>MAECONAN-01</td>
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<td>GNECONAN-01</td>
<td>Graduate Diploma of Economic Analysis</td>
</tr>
<tr>
<td></td>
<td>Graduate Certificate in Economic Analysis</td>
</tr>
</tbody>
</table>

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

3. Master’s type
The master’s degree in these resolutions is an advanced learning] master’s course, as defined by the Coursework Rule.

4. Embedded courses in this sequence
The embedded courses in this sequence are:
- the Graduate Certificate in Economic Analysis
- the Graduate Diploma in Economic Analysis
- the Master of Economic Analysis

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

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

(2) Admission to candidature for the Graduate Certificate in Economic Analysis requires:
   (a) a bachelor’s degree in Science or Engineering from the University of Sydney with a minimum credit (65%) average, or an equivalent qualification; or
   (b) completion of the Graduate Certificate in Economics with a minimum distinction (75%) average; or
   (c) a bachelor’s degree from the University of Sydney, including a major in Economics with a minimum distinction (75%) average, or an equivalent qualification.

(3) Admission to candidature for the Graduate Diploma in Economic Analysis requires:
   (a) a bachelor's degree from the University of Sydney, including a major in Economics with a minimum distinction (75%) average, or an equivalent qualification; or
   (b) completion of the Graduate Certificate in Economic Analysis with a minimum credit (65%) average, or an equivalent qualification.

(4) Admission to candidature for the Master of Economic Analysis requires:
   (a) a bachelor's degree with a from the University of Sydney, including a major in Economics with a minimum distinction (75%) average, or an equivalent qualification; or
   (b) completion of the requirements for the embedded Graduate Diploma in Economic Analysis or an equivalent qualification.

6. Requirements for award
(1) The units of study that may be taken for these courses are set out in the Postgraduate Table of Units of Study for the Economic Analysis subject area.
(2) To qualify for the award of the Graduate Certificate in Economic Analysis a candidate must complete 24 credit points of core units of study.
(3) To qualify for the award of the Graduate Diploma in Economic Analysis a candidate must complete 48 credit points, including:
   (a) 24 credit points from core units of study; and
   (b) a minimum of 12 credit points from core elective units of study; and
   (c) a maximum of 12 credit points from elective units of study.
(4) To qualify for the award of the Masters of Economic Analysis a candidate must complete 72 credit points, including:
   (a) 24 credit points from core units of study; and
   (b) a minimum of 24 credit points from core elective units of study; and
   (c) a maximum of 12 credit points from elective units of study
   (d) 12 credit points of capstone units of study.

7 Recognition of Prior Learning
(1) Waivers and reductions in the volume of learning may be granted or the volume of learning may be reduced in recognition of prior learning.
(2) Credit may be granted for up to 50% of course requirements for relevant incomplete postgraduate qualifications.
(3) The maximum combined waiver and reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.

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

9. Transitional provisions
These resolutions apply to students who commenced their candidature after 1 January, 2017 and students who commenced their candidature prior to 1 January, 2017 who elect to proceed under these resolutions.
12.2.5.3 Faculty of Engineering and Information Technologies: Master of Complex Systems, Graduate Diploma in Complex Systems

1. Degrees, diplomas and certificates of the Faculty of Engineering and Information Technologies

(1) With the exception of the Doctor of Engineering and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Engineering and Information Technologies. The Doctor of Engineering and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2016. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
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<td>Doctor of Engineering</td>
<td>DEng</td>
<td>Published work</td>
</tr>
<tr>
<td>RPPHDENG</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
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<tr>
<td>RMMPHLENG</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
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<tr>
<td></td>
<td>Master of Complex Systems</td>
<td>MCXS</td>
<td>96</td>
</tr>
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<td>MAENGINE</td>
<td>Master of Engineering</td>
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<td>MAINFTEC</td>
<td>Master of Information Technology</td>
<td>MIT</td>
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<td>MAINFTMG</td>
<td>Master of Information Technology Management</td>
<td>MITM</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Master of Health Technology Innovation</td>
<td>MHTI</td>
<td>96</td>
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<tr>
<td>MAPROFEN</td>
<td>Master of Professional Engineering</td>
<td>MPE(Aerospace)</td>
<td>144</td>
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<td></td>
<td>Biomedical Engineering</td>
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<td>Chemical and Biomolecular Engineering</td>
<td>MPE(Chemical &amp; Biomolecular)</td>
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<td>Electrical Engineering</td>
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<td>Fluids Engineering</td>
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<td>Geomechanical Engineering</td>
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<td>Power Engineering</td>
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<td>Structural Engineering</td>
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<td>Telecommunications Engineering</td>
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<tr>
<td>MAPRJMGMT</td>
<td>Master of Project Management</td>
<td>MPM</td>
<td>72</td>
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<tr>
<td>MAPRJLEA</td>
<td>Master of Project Leadership</td>
<td>MPL</td>
<td>48</td>
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</table>

*may be awarded with honours following a further year of study
^may be awarded with honours in an integrated program

3. Combined degrees

<table>
<thead>
<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>MAINFITM100</td>
<td>Master of Information Technology/Master of Information Technology Management</td>
<td>MIT/MITM</td>
<td>96</td>
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<tr>
<td>BPENGART-01</td>
<td>Bachelor of Engineering^/Bachelor of Arts*</td>
<td>BE/BA</td>
<td>240</td>
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<tr>
<td>BPENGCOM-01</td>
<td>Bachelor of Engineering^/Bachelor of Commerce^</td>
<td>BE/BCom</td>
<td>240</td>
</tr>
<tr>
<td>Code</td>
<td>Course title &amp; stream</td>
<td>Abbreviation</td>
<td>Credit points</td>
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<td>---------------</td>
</tr>
<tr>
<td>BPENGDAR-01</td>
<td>Bachelor of Engineering/Bachelor of Design in Architecture*</td>
<td>BE/BDesArch</td>
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<tr>
<td>BUENGLAW-01</td>
<td>Bachelor of Engineering/Bachelor of Laws*</td>
<td>BE/LLB</td>
<td>288</td>
</tr>
<tr>
<td>BPENGMSC-01</td>
<td>Bachelor of Engineering/Bachelor of Medical Science*</td>
<td>BE/BMedSci</td>
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<tr>
<td>BPENGSCI-01</td>
<td>Bachelor of Engineering/Bachelor of Science*</td>
<td>BE/BSc</td>
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<tr>
<td>BHENGART-01</td>
<td>Bachelor of Engineering Honours/Bachelor of Arts</td>
<td>BEHons/BA</td>
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<td>BEHons/BDesArch</td>
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<tr>
<td>BHENGLAW-01</td>
<td>Bachelor of Engineering Honours/Bachelor of Laws</td>
<td>BEHons/LLB</td>
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</tr>
<tr>
<td>BHENGMSC-01</td>
<td>Bachelor of Engineering Honours/Bachelor of Medical Science</td>
<td>BEHons/BMedSci</td>
<td>240</td>
</tr>
<tr>
<td>BHENGSCI-01</td>
<td>Bachelor of Engineering Honours/Bachelor of Science</td>
<td>BEHons/BSc</td>
<td>240</td>
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<tr>
<td>BPITCART-01</td>
<td>Bachelor of Information Technology/Bachelor of Arts*</td>
<td>BIT/BA</td>
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<tr>
<td>BPITCCOM-01</td>
<td>Bachelor of Information Technology/Bachelor of Commerce*</td>
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<tr>
<td>BPITCLAW-01</td>
<td>Bachelor of Information Technology/Bachelor of Laws*</td>
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<td>BIT/BMedSc</td>
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<tr>
<td>BPITCSCI-01</td>
<td>Bachelor of Information Technology/Bachelor of Science*</td>
<td>BIT/BSc</td>
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<tr>
<td>BPENGPRM-01</td>
<td>Bachelor of Engineering/Bachelor of Project Management*</td>
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4. Graduate diplomas

<table>
<thead>
<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>GNCOMPUT-02</td>
<td>Graduate Diploma in Complex Systems</td>
<td>GradDipCXS</td>
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<tr>
<td>GNENGINE-01</td>
<td>Graduate Diploma in Engineering</td>
<td>GradDipEng</td>
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<tr>
<td>GNENPROF-01</td>
<td>Graduate Diploma in Engineering (Professional Engineering)</td>
<td>GradDipEng(ProfEng)</td>
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<tr>
<td>GNINFTEC-02</td>
<td>Graduate Diploma in Information Technology</td>
<td>GradDipIT</td>
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<td>GNINFTMG-02</td>
<td>Graduate Diploma in Information Technology Management</td>
<td>GradDipITM</td>
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<td>GNPRJMGMT-01</td>
<td>Graduate Diploma in Project Management</td>
<td>GradDipPM</td>
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<td>GNPRJLEA-01</td>
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<td>GradDipPL</td>
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5. Graduate certificates

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<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
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<th>Credit points</th>
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<tbody>
<tr>
<td>GCENGINE-01</td>
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<tr>
<td>GCINFTEC-02</td>
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6. Undergraduate diplomas

<table>
<thead>
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<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>BPCSTECN</td>
<td>Bachelor of Computer Science and Technology*</td>
<td>BCST(Computer Science)</td>
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<td></td>
<td>Computer Science</td>
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<tr>
<td></td>
<td>Information Systems</td>
<td>BCST(Information Systems)</td>
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</tr>
<tr>
<td>BPCSTECN</td>
<td>Bachelor of Computer Science and Technology (Advanced)*</td>
<td>BCST(Adv)(Computer Science)</td>
<td>144</td>
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<tr>
<td></td>
<td>Computer Science</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td>BCST(Adv)(Information Systems)</td>
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<tr>
<td>BUENGINE</td>
<td>Bachelor of Engineering^</td>
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<tr>
<td></td>
<td>Aeronautical Engineering</td>
<td>BE(Aeronautical)</td>
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<tr>
<td></td>
<td>Aeronautical Engineering (Space)</td>
<td>BE(Aeronautical)(Space)</td>
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<tr>
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<td>Biomedical Engineering</td>
<td>BE(Biomedical)</td>
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<tr>
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<td>Chemical and Biomolecular Engineering</td>
<td>BE(Chemical &amp; Biomolecular)</td>
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<td>Civil Engineering</td>
<td>BE(Civil)</td>
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<td>Civil Engineering (Construction Management)</td>
<td>BE(Civil)(Construction Management)</td>
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<tr>
<td></td>
<td>Civil Engineering (Environmental)</td>
<td>BE(Civil)(Environmental)</td>
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<td>Civil Engineering (Geotechnical)</td>
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<td>Civil Engineering (Structures)</td>
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<td>BE(Electrical)</td>
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<td>Electrical Engineering (Computer)</td>
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<td></td>
<td>Electrical Engineering (Power Engineering)</td>
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<td></td>
<td>Electrical Engineering (Telecommunications)</td>
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<td></td>
<td>Mechanical Engineering</td>
<td>BE(Mechanical)</td>
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<tr>
<td></td>
<td>Mechanical Engineering (Space)</td>
<td>BE(Mechanical)(Space)</td>
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<tr>
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<td>Mechatronic Engineering</td>
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<td>Mechatronic Engineering (Space)</td>
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<td></td>
<td>Project Engineering and Management (Civil)</td>
<td>BE(Project Eng &amp; Mngt)(Civil)</td>
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<tr>
<td></td>
<td>Software Engineering</td>
<td>BE(Software)</td>
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<tr>
<td>BHENGINE</td>
<td>Bachelor of Engineering Honours</td>
<td>BEHons(Aeronautical)</td>
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</table>

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<table>
<thead>
<tr>
<th>Academic Board Report of the Graduate Studies Committee – Appendix F</th>
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</thead>
<tbody>
<tr>
<td><strong>Aeronautical Engineering (Space)</strong></td>
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<td><strong>Biomedical Engineering</strong></td>
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<tr>
<td><strong>Chemical and Biomolecular Engineering</strong></td>
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<td><strong>Civil Engineering (Construction Management)</strong></td>
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<td><strong>Electrical Engineering (Computer)</strong></td>
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<td><strong>Electrical Engineering (Power Engineering)</strong></td>
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<tr>
<td><strong>Electrical Engineering (Telecommunications)</strong></td>
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<tr>
<td><strong>Mechanical Engineering</strong></td>
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<td><strong>Mechanical Engineering (Space)</strong></td>
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<td><strong>Mechatronic Engineering</strong></td>
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<tr>
<td><strong>Mechatronic Engineering (Space)</strong></td>
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<tr>
<td><strong>Project Engineering and Management (Civil)</strong></td>
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<tr>
<td><strong>Software Engineering</strong></td>
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</table>

| **BPENCHBM** | Bachelor of Project Management | BPM | 144 |
| **BPPRMCES** | Bachelor of Project Management (Civil Engineering Science) | BPM(Civil Engineering Science) | 144 |
| **BPPRMSES** | Bachelor of Project Management (Software) | BPM(Software) | 144 |
| **BPPRMBEN** | Bachelor of Project Management (Built Environment) | BPM(Built Environment) | 144 |
| **BPINFTEC** | Bachelor of Information Technology^ Computer Science | BIT(ComputerScience) | 192 |
| **** | **Information Systems** | **BIT(Information Systems)** | **192** |
Master of Complex Systems
Graduate Diploma in Complex Systems

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions 1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GradDipCXS</td>
<td>Graduate Diploma in Complex Systems</td>
</tr>
<tr>
<td>MCXS</td>
<td>Master of Complex Systems</td>
</tr>
</tbody>
</table>

2. Attendance pattern
The attendance pattern for this course is full time or part time according to candidate choice. Some units of study are available in distance mode. Visa restriction normally restrict International students studying within Australia to taking a maximum of 25% of courses via distance mode.

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

4. Embedded courses in this sequence
The embedded courses in this sequence are:
- the Graduate Diploma in Complex Systems
- the Master of Complex Systems

Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the course in the sequence. Only the highest award completed will be conferred.

5. Cross-faculty management
The Faculty of Engineering & IT is the administrative faculty for the course. Candidates in this degree program will be under the general supervision of Faculty of Engineering & IT.

The Director of the Complex Systems Research Group (Civil Engineering) will exercise authority in any matter concerned with the cross-faculty course not otherwise dealt with in these resolutions, in consultation with the Associate Deans of the participating faculties.

6. Admission to candidature
Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.

Admission to the Graduate Diploma in Complex Systems requires:
(a) a pass in bachelor’s degree with a credit average in a quantitative discipline (described below) or an honours bachelor’s degree, from the University of Sydney, or qualifications deemed by the faculty to be equivalent;

Admission to the Master of Complex Systems requires:
(a) a pass in bachelor’s degree with a credit average in a quantitative discipline (described below) or an honours bachelor’s degree, from the University of Sydney, or qualifications deemed by the faculty to be equivalent; or
(b) a minimum of an honours bachelor’s degree, from the University of Sydney, or qualifications deemed by the faculty to be equivalent; or
(c) completion of the requirements of the embedded graduate diploma in Complex Systems at a credit average, or qualifications deemed by the faculty to be equivalent; or
(d) other students with a high level of relevant achievement may be admitted provided the Associate Dean is satisfied they have achieved learning outcomes equivalent to (a) a level 7 award in a Quantitative discipline with at least a credit average, or (b) a level 8 award.

Definition: A Quantitative discipline includes Engineering, Computer Science, Information Technology, Mathematics, Statistics, Transport, Physics, Business, Finance or other disciplines that are deemed Quantitative by the Associate Dean. As a guideline, the curriculum of a Quantitative discipline should include a minimum of 12 credit points of mathematics or statistics at the tertiary level.

8. Requirements for award
1) The units of study that may be taken for the course/s are set out in Table 7.1
2) To qualify for the award of the Graduate Diploma in Complex Systems a candidate must complete 48 credit points, including:
(a) Candidates must complete 36 credit points in core units, including:
To qualify for the award of the **Master of Complex Systems** a candidate must complete 96 credit points, including:

(a) Candidates must complete 72 credit points in core units including:
   - 24 credit points in foundational core units of study: HTIN5001, STAT5002, PMGT5886, ENVI5801
   - 18 credit points in other core units of study: COMP5048, COMP5313, CHNG9204
   - A 12 unit capstone experience
   - At least 18 credit points in three units which start with CSYS, excluding capstone project unit.

(b) Elective advanced units of study including:
   - At most 24 credit points from the elective units of study from Table 7.1.

8. **Specialisations**

Completion of a specialisation is not a requirement of the course. Candidates have the option of completing at most one specialisation. A specialisation requires the completion of 24 credit points chosen from units of study listed in the table 7.1 for that specialisation. The specialisations available are:

- Engineering
- Ecology
- Biosecurity
- Transport
- Research pathway

9. **Progression rules**

A candidate for the Master of Complex Systems must complete 48 credit points from Core and Elective units of study before taking Complex Systems Capstone Project Units.

10. **Course transfer**

A candidate for the Master of Complex Systems degree may elect to discontinue study and graduate with the Graduate Diploma in Complex Systems, with the approval of the Associate Dean, and provided the requirements of the Graduate Diploma have been met.

11. **Credit for previous study**

Credit for previous study may be granted for the Master of Complex Systems and the Graduate Certificate in Complex Systems in accordance with the Faculty Coursework Rules for “Credit for previous study” within the “Resolutions of the Faculty of Engineering and Information Technologies subject to approval by the Associate Dean.”
Minor Course Amendment Proposal

Faculty: Arts and Social Sciences

Contact person: Ainslie Bulmer

1. Name of award course
   Master of Economics

2. Purpose of proposal
   This amendment adds a dual degree pathway to the Master of Economics, providing the framework for the Faculty of Arts and Social Sciences to offer the degree in a 1+1 year arrangement with partner institutions of strategic importance to the University of Sydney.

   Eligibility and Application
   The dual degree will be open to new postgraduate students who have completed an undergraduate degree or major in Economics from the University of Sydney, or an equivalent qualification, allowing for a 24 credit point reduction in the volume of learning in the Sydney program under the Australian Qualifications Framework thus ensuring that the requirements of the Sydney degree are completed in two semesters at the University of Sydney and one further semester of credited study at the partner institution.

   The dual degree program will work on a cohort model: all students admitted in a particular year will study at the University of Sydney in the first year, completing the dual degree requirements at the partner university in year two.

   Fees
   Students accepted into the Dual Degree Program pay full fees to the institution where they are enrolled: to the University of Sydney in the first year and to the partner institution in the final year. Subject to availability, commonwealth supported places may be available to eligible students for the duration of study at the University of Sydney.

   Completion
   Students will obtain two qualifications at the end of their second year once all academic requirements at each institution are satisfied.

3. Details of amendment
   Course resolutions
   Master of Economics
   Graduate Diploma in Economics
   Graduate Certificate in Economics

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

   3 Master's type
   The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

   4 Embedded courses in this sequence
   (1) The embedded courses in this sequence are:
       (a) the Master of Economics
       (b) the Graduate Diploma in Economics
       (c) the Graduate Certificate in Economics
   (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

   5 Admission to candidature
   (1) Available places will be offered to qualified applicants based on merit in accordance with the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.
   (2) Admission to candidature for the Graduate Certificate in Economics requires:
       (a) a bachelor's degree from the University of Sydney or an equivalent qualification; or
(b) evidence of a minimum of three years recent, relevant professional experience.

(3) Admission to candidature for the Graduate Diploma in Economics requires:
   (a) a bachelor's degree, from the University of Sydney, with a minimum 60% average or an equivalent qualification; or
   (b) completion of the Graduate Certificate in Economics with a minimum credit (65%) average, or an equivalent qualification.

(4) Admission to candidature for the Master of Economics requires:
   (a) a bachelor’s degree with from the University of Sydney, with a minimum credit (65%), or an equivalent qualification; or
   (b) completion of the requirements for the embedded Graduate Certificate or Graduate Diploma in Economics with a minimum credit (65%) average, or an equivalent qualification.

6 Requirements for award
(1) The units of study that may be taken for the Economics courses are set out in the postgraduate table of units of study for the Economics, Econometrics and Financial economics subject areas.

(2) To qualify for the award of the Master of Economics a candidate must complete 96 credit points, including:
   (a) a minimum of 24 credit points of foundation units of study; and
   (b) a minimum of 24 credit points of core units of study; and
   (c) a maximum of 42 credit points of elective units of study; and
   (d) at least one specialisation; and
   (e) a minimum of 6 credit points of capstone units of study.

(3) To qualify for the award of the Graduate Diploma in Economics a candidate must complete 48 credit points, including:
   (a) a minimum of 24 credit points of foundation units of study; and
   (b) a minimum of 24 credit points of core units of study

(4) To qualify for the award of the Graduate Certificate in Economics a candidate must complete 24 credit points of foundation units of study.

7 Specialisations
(1) Completion of a specialisation is a requirement of the Master's degree. Candidates have the option of completing up to three specialisations. A specialisation requires the completion of 18 credit points of advanced units chosen from the units of study listed in the table for that specialisation. Units of study counted towards one major may not count toward any other major completed. The specialisations available are:
   (a) Economics;
   (b) Econometrics; and
   (c) Financial Economics.

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

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

(3) Candidates offered direct admission to the Master of Economics may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:
   (a) The maximum permissible reduction in the volume of learning is 24 credit points for a bachelor's degree at level 7 of the Australian Qualifications Framework with a major in Economics.
   (b) The maximum permissible reduction in the volume of learning is 48 credit points for a qualification at level 8 of the Australian Qualifications Framework in Economics.
   (c) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Arts and Social Sciences to have conferred a volume of learning equivalent to that of a Graduate Certificate in a relevant discipline.

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

9 Course transfer
A candidate for the master may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Faculty, and provided the requirements of the shorter award have been met.

10 Dual Degree Pathway
(1) Attendance pattern
The attendance pattern for this pathway is full or part-time.
(2) Admission to candidature

Admission to candidature for the Dual Degree Master of Economics requires a bachelor’s degree with a major in Economics, Econometrics or Financial Economics from the University of Sydney, or an equivalent qualification.

(3) Requirements for award

(a) Candidates will be eligible for the dual degree upon completion of the academic requirements for the Master of Economics and the Master’s program at the partner institution.

(b) To qualify for the award of the Master of Economics, candidates must complete the equivalent of 72 credit points in total, comprising:

   (i) A maximum of 24 credit points granted as credit on the basis of studies at the partner institution, including a 6 credit point capstone

   (ii) 24 credit points of core units of study completed at the University of Sydney

   (iii) 24 credit points of elective units including at least 18 credit points in one specialization

(4) Progression rules

(a) Students failing to meet the requirements at the University of Sydney will no longer be eligible to participate in the dual degree program.

(b) Academic progress will be reviewed according to existing policies at each institution.

(5) Cross-Institutional Management

(a) Candidates in the dual degree program will be under the supervision of the Faculty of Arts and Social Sciences until the end of their second semester. They will then be under the general supervision of the partner institution for the final two semesters of candidature.

(b) The Faculty of Arts and Social Sciences and the partner institution shall jointly exercise authority in any matter concerned with the dual degree program not otherwise dealt with in these resolutions.

40 11 Transitional provisions

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

(2) Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

(3) The Dual Degree pathway is only available to students who commence their candidature after 1 January 2017.

5. Signature of Dean
12.2.6.2 Sydney College of the Arts: Faculty resolutions

Minor Course Amendment Proposal

Faculty: Sydney College of the Arts

Contact person: Andrew Lavery

1. Name of award course
   Sydney College of the Arts – Faculty Resolutions

2. Purpose of proposal
   • To amend section 1(3) of the Faculty Resolutions to bring in line with the Coursework Rule that stipulates maximum period for suspension and recently removed restriction on suspension in the BVA(Hons) resolutions.
   • To amend section 13(1) WAM calculation formula according to AF mark range in the Schedule 1 of the Coursework Policy.

3. Details of amendment

   Resolutions of the Sydney College of the Arts for coursework awards

   Part 1: Course enrolment
   1 Enrolment restrictions
   3 Suspension, discontinuation and lapse of candidature
   Suspension of candidature is governed by the Coursework Rule Policy 2014, except that:
   (a) the maximum period of suspension of candidature permitted by the Faculty in any course is one year; and
   (b) no suspension of candidature will be granted from an undergraduate honours year.

   4 Credit for previous study
   A student may be granted credit towards an award course on the basis of studies, regarded by the dean as equivalent in workload and academic standard, successfully completed at this or another university or tertiary institution. Credit will be granted according to the provision of the Coursework Rule Policy 2014.

   13 Weighted Average Mark (WAM)
   (1) The University WAM is calculated using the following formula:

   \[ \text{WAM} = \frac{\sum (Wc \times Mc)}{\sum Wc} \]

   Where \( Wc \) is the unit of study credit points multiplied by the unit weighting and \( Mc \) is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass / fail units and credited units from other institutions are not counted. However, the marks from all attempts at a unit of study are included.

4. Transitional arrangements
   (1) These resolutions apply to students who commenced their candidature after 1 January, 2016 and students, who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions.
   (2) Students, who commenced prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2019. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

5. Other relevant information
   N/A

6. Signature of Dean

2 December 2015
13.2 **Report of the Academic Standards and Policy Committee meeting of 11 November 2015**

The Academic Standards and Policy Committee met at 2 pm on Wednesday, 11 November 2015. There were present: Associate Professor D Traini (Chair) presiding, Associate Professor J Barrett, Mr K Blakeney, Dr Ingrid Gelissen, Associate Professor T Wilkinson (on behalf of Associate Professor P Gibbens), Mr T Greenwell, Ms K Henderson, Associate Professor P McCallum, Dr C Owens, Professor P Pattison, Ms P Rozenberg, Professor G Tolhurst, Dr R Wilson. In attendance: Ms S Brown, Ms L Rose; Dr J Rule, Ms P Scott, Mr T Smithers.

The agenda papers for this meeting are available from the Committee’s website: [http://sydney.edu.au/ab/committees/ac_stands/ac_stands_index.shtml](http://sydney.edu.au/ab/committees/ac_stands/ac_stands_index.shtml)

13.2.1 **University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)**

The Student Administration Services (SAS) Program has undertaken a systematic review across the University’s student administration processes as part of a larger restructure of student administration. A series of improvements have been identified which would significantly enhance both the student and staff experience and enable the centralisation of certain student administration services. The SAS program has identified amendments to the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006* (as amended) which reflect the centralisation of special consideration and special arrangements processes and provide a mechanism for appeals of these decisions.

The Committee endorsed the amendments subject to some amendments to the wording in the paper related to clause 3 (Academic Panels).

**Recommendation**

*That the Academic Board endorse the proposed amendments to the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and recommend that Senate approve these amendments with effect from 1 January 2016, as set out in the report presented.*

13.2.2 **Assessment Procedures 2011: Simple Extensions**

At the Academic Board’s meeting of 19 August 2015 concerns were raised regarding the proposed removal of references to informal arrangements for simple extensions. This issue has since been discussed by the Committee in depth and a majority of its members recommend the Academic Board approve the proposed amendment to clause 6(1) of the Assessment Procedures 2011.

**Recommendation**

*That the Academic Board approve the proposed amendment to clause 6(1) of the Assessment Procedures 2011 with effect from 1 January 2016.*

13.2.3 **Special Consideration Decisions Matrix**

At its meeting of 19 August 2015, the Academic Board approved amendments to the Coursework Policy 2014 and Assessment Procedures 2011 regarding special consideration and special arrangements. These amendments provide for the application of standard determinations on the form of special consideration to be provided, more specifically the provision to apply exam based remedial decisions (for formal end of semester examinations) and other standard remedial decisions on behalf of faculties based on an agreed set of rules. A matrix of these decisions is included for the approval of the Board.

**Recommendation**

*That the Academic Board approve the Special Consideration Decisions Matrix, with effect from 1 January 2016.*

13.2.4 **Academic Board Nominees on Level A Selection Committees**

Following discussions with Sydney Recruitment, the Chair of the Academic Board has developed the enclosed proposal to reduce the number of Level A selection committees which require the involvement of an Academic Board nominee.
Recommendation
That the Academic Board:
(1) note the 'Academic Board nominees on Level A Selection Committees' report; and
(2) approve the proposed amendments to the Recruitment and Selection policy and the Appointment on Nomination policy with effect from 1 January 2016
as set out in the report presented.

13.2.5 Learning and Teaching Policy
The Committee endorsed the draft Learning and Teaching Policy, subject to the following amendments:

• Clause 19.2 - Insert a 'minor' in addition to a major
• Clause 28(4) - Cross-reference the duties of a unit of study coordinator with the definition outlined in Clause 25(4)
• Put in transitional arrangements and state the date by which full compliance with the Policy is expected
• Clause 27(3)(a) – To liaise with Mr Rob Ellis and Ms Pearl Rosenberg to revise the wording in this Clause to accommodate use of appropriate and registered third party learning technologies for assessment purposes.

Full details are set out in the Report of the Chair (item 6.3.4, pages B1- B2, B23-B62).

13.2.6 Student Misconduct Report 2014
Chapter 8 of the University of Sydney By-Law 1999 (as amended) sets out the procedures for resolving allegations of misconduct by students within the University. Clause 76(3) requires that the Vice-Chancellor and any Proctorial Board report to Senate and Academic Board on all matters in which a penalty is imposed on a student as a result of a finding of misconduct. In 2014, twenty seven of the matters pursued under the provisions of Chapter 8 resulted in a decision of the Vice-Chancellor to impose a penalty. One matter (case number 5) resulted in a decision of the Proctorial Board to impose a penalty. A summary of these matters is enclosed for information.

Recommendation
That the Academic Board note the Student Misconduct Report 2014.

13.2.7 2014 Annual Report of the Learning Centre

Recommendation
That the Academic Board note the 2014 Annual Report of the Learning Centre.

13.2.8 Higher Education Standards Framework (Threshold Standards) 2015
TEQSA registers and evaluates the performance of higher education providers against the Higher Education Standards Framework (Threshold Standards) 2011 (a legislative instrument). A revised framework, formally titled the Higher Education Standards Framework (Threshold Standards) 2015, was tabled in both houses of Parliament on 12 October 2015. Legislative instruments go through a disallowance period. The disallowance period for the revised framework will conclude on 3 December 2015, with the framework scheduled to commence from 1 January 2017 as a legislative instrument. The revised framework was developed by the Higher Education Standards Panel following an iterative consultation process during 2012-14, and will support TEQSA’s use of a risk-based approach to performing its functions. In particular, the revised standards are designed to facilitate internal quality assurance and informed decision making by students.

Recommendation
That the Academic Board note the Higher Education Standards Framework (Threshold Standards) 2015.
13.2.9 Academic Board/SEG Faculty Reviews

13.2.9.1 Faculty of Architecture, Design and Planning

The Committee discussed the report on the Faculty of Architecture, Design and Planning Review and the Faculty's response. As this was part of the Phase 4 process, the report is not for distribution beyond the University, and so the report is not included in publically available agenda and minutes. The Committee agreed the report be recommended to the Board. For a copy of the report please contact either the Executive Officer to the Academic Board.

**Recommendation**

*That the Academic Board approve the Faculty of Architecture, Design and Planning Review and advise SEG of its decision.*

13.2.9.2 Faculty of Medicine

The Committee discussed the report on the Faculty of Medicine Review and the Faculty's response. As this was part of the Phase 4 process, the report is not for distribution beyond the University, and so the report is not included in publically available agenda and minutes. The Committee agreed the report be recommended to the Board. For a copy of the report please contact either the Executive Officer to the Academic Board.

**Recommendation**

*That the Academic Board approve the Faculty of Medicine Review and advise SEG of its decision.*

13.2.10 Proceedings of the Committee

The Committee also:

- noted the report of the Academic Board meeting of 28 October 2015;
- noted an update on the work of the Academic Misconduct and Plagiarism Taskforce;
- noted the Disability Services Recommendations paper that was approved by SEG;
- noted the Student Barometer 2015 report; and
- noted the report on Committee membership for 2016-2017.

**Recommendation**

*That the Academic Board note the report on the Committee’s proceedings.*
13.2.1 *University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)*

**SUBMISSION TO ACADEMIC BOARD**
**MEETING: 2 DECEMBER 2015**
**UNIVERSITY OF SYDNEY (STUDENT APPEALS AGAINST ACADEMIC DECISIONS) RULE 2006**

**EXECUTIVE SUMMARY**
The Student Administration Services (SAS) Program aligns with Strategy Four of the University Strategic Plan (Enrich the experience of university life for all our students) through the provision of “efficient and helpful student administration systems”. The SAS Program has undertaken a systematic review across the University’s student administration processes as part of a larger restructure of student administration. A series of improvements have been identified which would significantly enhance both the student and staff experience and enable the centralisation of certain student administration services.

Enclosed for consideration are the proposed amendments to the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*. These amendments reflect the centralisation of special consideration and special arrangements processes and provide a mechanism for appeals of these decisions. The following is a summary of these amendments:

**Informal Resolution**
- Inclusion of an informal resolution process for special consideration, special arrangements and credit decisions to be raised in the first instance with the central administrative unit

**First level of formal appeal (appeals to the Academic Panel)**
- It is proposed that the first level of formal appeal for special consideration and special arrangements will be lodged with the central administrative unit. Appeals relating to credit decisions will be referred back to the faculty for review in line with current process
- The central administrative unit will acknowledge receipt of the appeal in writing within three working days in line with current process
- It is proposed that appeals will be allocated to the next available member of an Academic Panel (subject to conflicts of interest) who will conduct a review of the appeal and retain final responsibility for any decision
- In cases of conflicts of interest, it is proposed that the appeal will be re-allocated to the next unconflicted panel member
- The Academic Panel member will advise the student in writing of the decision including reasons
- The Registrar will report annually to the Academic Standards and Policy Committee to advise on the number of appeals to the Academic Panel and decisions

**Academic Panel**
- The introduction of a central Academic Panel is proposed with appointments to be made either on the nomination of the dean or on appointment by the Registrar in consultation with the dean every 2 years
- It is proposed that the panel members will be academics employed by the university at level C or above with the names of the appointed panel members being forwarded to Academic Board for noting at the end of the nomination process

**Appeals to the Student Appeals Body**
- It is proposed that in the case of an additional appeal to the Student Appeals Body (SAB) that the relevant member of the Academic Panel will prepare the submission to SAB and attend any relevant SAB hearings

**Other**
- It is proposed to increase the timeframe for a student to submit a written appeal to the faculty from 15 to 20 working days to fulfil the requirement in Standard 13.4 of Part D of the National
Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students

- This requirement is currently fulfilled by clause 5.2 however, is proving to be inadequate in cases where students appeal to the faculty out of time against exclusions
- In cases where students are denied additional time, they do not have a right of appeal to the SAB and therefore the timeframe of 20 days at the SAB level is ineffective for the purposes of the Standard
- It is therefore proposed to increase the timeframe for appeal to the Faculty and SAS to 20 days (for consistency) and reduce the timeframe for appeal to the SAB to 15 working days making the total sum the same
- Use of the term “administrative unit” to cover both the faculty and central administrative teams as appropriate

Recommendation

That the Academic Standards and Policy Committee (ASPC) endorse the amendments to the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 as set out in the report presented and refer to the Academic Board for approval.
University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)

Approved on: 6 November 2006
Amended on: 6 December 2010
3 August 2015 (administrative amendments only)
25 August 2015 (administrative amendments only)
Amendment effective from: 10 December 2010

Part 1: Preliminary
1.1 Citation
This Rule is made by the Senate of the University, pursuant to section 37(1) of the University of Sydney Act 1989 and section 5(1) of the University of Sydney By-law 1999 (as amended).

1.2 Commencement
This Rule will commence on 28 November 2006.

1.3 Purpose
The purpose of this Rule is to ensure that students are treated fairly in relation to the assessment of their work and progress within their Award Course, by providing an internal appeal mechanism that reflects the University’s commitment to fair academic decision making.

1.4 Effect
This Rule repeals and replaces:
1.4.1 clause 18 of the University of Sydney (Coursework) Rule 2000 (as amended);
1.4.2 the Resolutions of the Senate relating to Student Appeals against Academic Decisions; and
1.4.3 the Resolutions of the Academic Board on Student Appeals against Academic Decisions.

1.5 Associated documents
This Rule should be read in conjunction with the Coursework Policy 2014 and Assessment Procedures 2011.

1.6 Definitions
In this Rule:
1.6.1 Academic Decision means a decision by the University that affects the academic assessment or progress of a person within his or her Award Course, including a decision:
1.6.1.1 to exclude a Student in accordance with the Coursework Policy 2014;
1.6.1.2 not to readmit or re-enrol a person following exclusion in accordance with the Coursework Policy 2014;
1.6.1.3 to terminate a Student’s candidature for a postgraduate award.

1.6.1B Academic Panel means the panel of academics appointed by the Registrar.
in accordance with clause 3.2A.2.

1.6.2 **Appeal Hearing** means an Appeal Hearing under Part 8.

1.6.3 **Appellant** means:

1.6.3.1 a person enrolled in an Award Course at the time of, or in the semester immediately preceding, the lodgement of his or her appeal; or

1.6.3.2 in the case of an Academic Decision by the University regarding an application for readmission or re-enrolment, a person who was excluded in accordance with the Coursework Policy 2014, prior to the lodgement of his or her appeal.

1.6.3B **Assessment Principles** means the principles for assessment set out in the Coursework Policy 2014.

1.6.4 **Award Course** means a formally approved program of study that can lead to an academic award granted by the University or by any other higher education institution that offers credit for units of study undertaken at the University.

1.6.4B **Credit** means advanced standing awarded to a Student in accordance with the Coursework Policy 2014.

1.6.5 **Dean** means the dean of the relevant Faculty, or chairperson of the board of studies.

1.6.6 **Due Academic Process** means the making of Academic Decisions according to published Faculty, University, Academic Board and University Faculty rules, resolutions, policy, and procedure and local provisions, as amended from time to time and as current at the time the Academic Decision was made.

1.6.7 **Faculty** means a faculty or a board of studies as established in each case by its constitution.

1.6.8 **Registrar** means the Registrar of the University of Sydney for the time being, or his or her nominee.

1.6.8B **Special Arrangements** means special arrangements made available to Students for assessments in accordance with the Coursework Policy 2014.

1.6.9 **Special Consideration** means special consideration given to Students in accordance with the Resolutions of the Academic Board on Special Consideration Coursework Policy 2014.

1.6.10 **Student** means a person who is currently admitted to candidature in an Award Course.

1.6.11 **Student Appeals Body** means a Student Appeals Body constituted by the Registrar in accordance with Part 7.

1.6.12 **Student Appeals Panel** means the Student Appeals Panel constituted by the Senate in accordance with Part 6.

1.6.13 **University** means the University of Sydney established by the University of Sydney Act 1989 (as amended).

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**Part 2: Principles**

2.1 The University is committed to fair academic decision-making.

2.2 Academic Decisions are entrusted to members of the academic staff acting reasonably in accordance with Due Academic Process.

2.3 A Student who believes that there are genuine grounds for contesting an Academic Decision may apply to have the decision reviewed.

2.4 Students and academic staff should endeavour to resolve concerns about Academic Decisions in the manner more fully described in clause 3.1 and 3.1A of this Rule, by way of personal communication.

2.5 Where attempts to resolve a concern about an Academic decision under clause 3.1 or 3.1A of this Rule are unsuccessful, Students may appeal to the relevant Faculty or
2.6 Students who are not satisfied with the decision of the Faculty or Academic Panel member may appeal to the Student Appeals Body in accordance with this Rule.

2.7 The University will handle all Student concerns and appeals regarding Academic Decisions in a procedurally fair and reasonable manner, having regard to the principles of timeliness, confidentiality, absence of bias and freedom from victimisation.

2.8 Students may not appeal against Academic Decisions:

(a) on the grounds that they believe that the Academic Decision was made in a manner that was inconsistent with the Assessment Principles or the relevant marking criteria; or

(b) that are made in the absolute discretion of the decision maker.

Note: Appeals to the Student Appeals Body can only be made on the grounds of a failure of Due Academic Process. See Part 5.

Part 3: Procedures for Undergraduate and Postgraduate Coursework Students

3.1 Resolution with Teacher or Unit of Study Coordinator

3.1.1 Subject to clause 3.1A, an undergraduate or postgraduate coursework Student who believes that there are genuine grounds for contesting an Academic Decision should first discuss his or her concerns with the relevant teacher or unit of study co-ordinator.

3.1.2 Students are encouraged to take the earliest opportunity to discuss their concerns with relevant Faculty staff. This must occur within:

(a) 15 working days of the Student being advised of the Academic Decision;

(b) in the case of Academic Decisions relating to completion of a unit of study, within 15 working days of the unit of study result being posted by the University; or

(c) such other extended time as the Dean may reasonably authorise.

3.1.3 The teacher or unit of study co-ordinator will address the Student’s concerns promptly, and provide to the Student a full explanation of the reasons for the Academic Decision.

3.1.4 If the Student’s concerns are not resolved by these means, the teacher or unit of study co-ordinator will:

(a) explain the next step in the procedure, which is set out at clause 3.2 below; and

(b) give the Student a copy of this Rule or advise the Student how to access this Rule online.

3.1A Resolution with relevant administrative unit

3.1A.1 If a Student’s concerns relate to an Academic Decision solely concerning Special Consideration, Special Arrangements or Credit, the Student should first raise those concerns with the relevant administrative unit, as specified by the Registrar.

3.1A.2 Students must discuss their concerns with the relevant administrative unit within 15 working days of the Student being advised of the Academic Decision.

3.1A.3 A representative of the relevant administrative unit will address the Student’s concerns promptly, and provide a full explanation of the reasons for the Academic Decision.

3.1A.4 If the Student’s concerns are not resolved by these means, a representative of the relevant administrative unit will:
(a) explain the next step in the procedure, which is set out at clause 3.2A below; and
(b) give the Student a copy of this Rule or advise the Student how to access this Rule online.

3.2 Appeals to the Faculty

3.2.1 If the Student’s concerns cannot be resolved under clause 3.1 above, and relate to an Academic Decision that does not solely concern Special Consideration or Special Arrangements, the Student may appeal in writing to the Faculty.

3.2.2 The Student must submit his or her written appeal, including any supporting documentation:
(a) for appeals relating to Credit, to the relevant administrative unit, as specified by the Registrar;
(b) for appeals not relating to Credit, to the office or staff member nominated by the Faculty Dean to receive Student appeals (such information to be provided to Students at the start of each Semester);
within 15 working days of the date on which he or she was advised of the outcome of discussions under clause 3.1, or such other extended time as the Dean may reasonably authorise, in his or her absolute discretion.

3.2.3 The Faculty or administrative unit must acknowledge receipt of the appeal in writing within three working days of receipt.

3.2.4 The Faculty Dean will determine who is to undertake an initial review of the appeal.

3.2.4.3 The person will normally be the person to whom the relevant lecturer or unit of study co-ordinator reports, and may be the course co-ordinator, Head of Department or School, or relevant Associate Dean.

3.2.5 The person responsible for the initial review must prepare a report for consideration by the Dean, or by his or her nominee. Subject to sub-clause 3.2.6 below the Dean retains final responsibility for any decision regarding a Student appeal to the Faculty.

3.2.6 If the Dean is the relevant teacher or unit of study coordinator referred to in clause 3.1 above, or if the Dean otherwise has an actual, potential or perceived conflict of interests, the Deputy Vice-Chancellor (Education) must handle the Student’s appeal to the Faculty, in accordance with this clause 3.2.

3.2.7 The Faculty must make all reasonable efforts to:
(a) advise the Student in writing of the Dean’s decision and the reasons for the decision;
(b) advise the Student of his or her right to appeal to the Student Appeals Body; and
(c) give the Student a copy of this Rule or advise the Student how to access this Rule online;
within 10 working days of receiving a Student’s appeal.

3.2A Appeals to the Academic Panel

3.2A.1 If the Student’s concerns cannot be resolved under clause 3.1A above, and relate to an Academic Decision that solely concerns Special Consideration or Special Arrangements, the Student may appeal in writing to the Academic Panel.
3.2A.2 The Academic Panel will be comprised of academics employed by the University at Level C or above, appointed (and removed) by the Registrar at his or her absolute discretion.

3.2A.3 The Student must submit his or her appeal, including any supporting documentation:
(a) to the administrative unit nominated by the Registrar to receive appeals;
(b) within 15 working days of the date on which he or she was advised of the outcome of discussions under clause 3.1A, or within such reasonable extended time as the Registrar approves, in his or her absolute discretion.

3.2A.4 The administrative unit must acknowledge receipt of the appeal in writing within three working days of receipt.

3.2A.5 A member of the Academic Panel must undertake a review of the appeal, and make a decision.

3.2A.6 The Registrar will maintain a list of Academic Panel members in the order of their appointment to the panel. Appeals must be allocated to the next available panel member on the list who can complete determine the appeal within the specified period specified in clause 3.2A.7, subject to the need to avoid conflicts of interests.

3.2A.7 The Academic Panel member must make all reasonable efforts to:
(a) advise the Student in writing of his or her decision and the reasons for the decision;
(b) advise the Student of his or her right to appeal to the Student Appeals Body; and
(c) give the Student a copy of this Rule or advise the Student how to access this Rule online;
within 10 working days of receiving a Student’s appeal.

Part 4: Procedures for Postgraduate Research Award Students
4.1 Subject to clause 4.2 below, a postgraduate research Student should follow the procedures for undergraduate and postgraduate coursework Students set out in Part 3 above.

4.2 A postgraduate research Student who believes that Due Academic Process has not been observed by the relevant Faculty in relation to an Academic Decision associated with:
(a) termination of candidature; or
(b) the examination of a thesis;
is not required to follow the procedures set out in Part 3 above, and may lodge a written appeal to the Student Appeals Body in the first instance.

Part 5: Appeals to the Student Appeals Body
5.1 An Appellant may appeal to the Student Appeals Body against an Academic Decision on the ground that Due Academic Process has not been observed by the relevant Faculty or the Academic Panel member in relation to the Academic Decision.

5.2 An Appellant must lodge his or her written appeal with the Registrar (on behalf of the Student Appeals Body) in accordance with sub-clause 5.3.2, within 20 working days of the date of the written decision of the Dean of the relevant Faculty (or the Deputy Vice-Chancellor (Education) pursuant to sub-clause 3.2.6) or the Academic Panel member regarding the Academic Decision, or within such extended time as the Registrar, in his or her absolute discretion, authorises.

5.3 An appeal will not be heard by the Student Appeals Body unless:
5.3.1 the basis for the appeal has previously been considered by the relevant
Faculty or the Academic Panel (except in the case of Postgraduate Research Award Students as set out in section 4);

5.3.2 the Appellant has set out in the written appeal his or her reasons, including any written evidence and written submissions, for believing that Due Academic Process has not been observed by the Faculty or the Academic Panel member in relation to the Academic Decision, including matters pertaining to Special Consideration; and

5.3.3 the Registrar has confirmed that the requirements under sub-clause 5.3.1 and 5.3.2 above have been satisfied; or

5.3.4 the Registrar decides, in his or her absolute discretion and due to exceptional circumstances, to waive one or more of the requirements in sub-clause 5.3.1 or 5.3.2.

5.4 If the Academic Decision is to exclude a student in accordance with the Coursework Policy 2014 or, in the case of a student enrolled in a postgraduate research award, to terminate his or her candidature, the relevant faculty will not enforce the exclusion or termination until the appeal period specified in clause 5.2 has expired, or, where an appeal is lodged, until such time as the appeal has been determined.

5.5 A person who has lodged an appeal against a decision not to readmit or re-enrol him or her following a period of exclusion may not re-enrol pending determination of the appeal, unless the Registrar, at his or her sole absolute discretion, is satisfied that it is reasonable in the circumstances to permit re-enrolment.

Part 6: Student Appeals Panel

6.1 The Student Appeals Panel will comprise no fewer than 12 and no more than 48 persons appointed by Senate as members of the Student Appeals Panel on the recommendation of the Registrar.

6.2 At least one half of all members of the Student Appeals Panel will be a combination of members of the academic staff and Students of the University.

6.3 At least six members of the Student Appeals Panel will be undergraduate or postgraduate Students of the University, and at least six members of the Student Appeals Panel will be members of the Academic staff of the University.

6.4 The Registrar will consult with the Presidents of the Students' Representative Council and the Sydney University Postgraduate Representative Association, on behalf of the Senate, regarding Student appointments to the Student Appeals Panel, without prejudice to the Registrar retaining the ultimate discretion as to whom to recommend.

6.5 The Senate will not appoint a Senate Fellow (other than the Chair of the Academic Board) as a member of the Student Appeals Panel, and the Chair of the Academic Board is appointed in that capacity and not as a Fellow of Senate.

Part 7: Student Appeals Body

7.1 A Student Appeals Body will comprise three members of the Student Appeals Panel, including a Chairperson, selected by the Registrar to sit on the Student Appeals Body, such Student Appeals Body not being a committee of Senate.

7.2 The Chairperson of the Student Appeals Body will normally be, but is not required to be, the Chair of the Academic Board, who may in a particular case nominate a substitute from the Student Appeals Panel advising the Registrar accordingly.

7.3 The Student Appeals Body will normally include, but is not required to include:

7.3.1 a member with academic qualifications (who may but need not be a member of the academic staff of the University); and

7.3.2 a student (who may but need not be a Student of the University).

7.4 The Registrar will not select a member of the Student Appeals Panel to sit on a Student Appeals Body responsible for hearing an appeal arising from a Faculty in which the member is an enrolled student or staff member, or with which the member has had other substantial involvements (including as a member of the Academic Board Report of the Academic Standard and Policy Committee – Appendix G 2 December 2015 Page G11
7.5 The Registrar will report annually to the Senate on:
7.5.1 Student Appeals Body decisions; and
7.5.2 the number of appeal hearings for which the membership of the Student Appeals Body did not include a Student of the University, as a proportion of the total number of appeal hearings.

Part 8: Appeal Hearings
8.1 The Appellant will receive at least 10 business days notice of the date of an Appeal Hearing.
8.2.1 The relevant Faculty or the Academic Panel member must provide written evidence and written submissions to the Registrar (on behalf of the Student Appeals Body), at least eight business days before the Appeal Hearing.
8.2.2 The Faculty’s submissions of the Faculty or Academic Panel member must describe the process by which the Academic Decision was made, and set out why the Faculty or Academic Panel member believes that Due Academic Process has been observed in the making of the Academic Decision.
8.2.3 The Registrar (on behalf of the Student Appeals Body) will provide copies of written evidence and written submissions made by the Faculty or Academic Panel member to the Appellant at least five business days before the Appeal Hearing.
8.3.1 The Appellant will be invited to appear in person at an Appeal Hearing.
8.3.2 The Appellant may be accompanied by a representative, other than a practising lawyer, who may speak on the Appellant’s behalf.
8.4 A representative of the relevant Faculty or the Academic Panel member will be invited to appear in person at an Appeal Hearing.
8.5 The Chairperson of the Student Appeals Body may invite independent officers of the University to attend an Appeal Hearing, for the sole purpose of providing expert advice that assists the Student Appeals Body in determining the appeal. An Appellant’s treating practitioner or case worker is not an independent officer of the University for the purpose of this clause.
8.6 Members of the Student Appeals Body may address questions to the Appellant, the Appellant’s representative, the Faculty representative, the Academic Panel member or any independent officer of the University invited to attend the Appeal Hearing in accordance with clause 8.5 above.
8.7 The purpose of an Appeal Hearing is for the Appellant and the Faculty or Academic Panel member to address any questions posed by the Student Appeals Body, but not to give further oral evidence or oral submissions unless the Student Appeals Body, in its absolute discretion, allows such further oral evidence or oral submissions.
8.8 If, due notice having been given, the Appellant or his or her representative does not attend an Appeal Hearing, the Student Appeals Body may, in its absolute discretion:
8.8.1 defer consideration of the appeal; or
8.8.2 hear and determine the appeal in the Appellant’s or representative’s absence.
8.9 A Student Appeals Body may uphold or dismiss an appeal and, in its absolute discretion:
8.9.1 refer the Academic Decision back to the relevant Faculty or the Academic Panel for reconsideration in accordance with Due Academic Process;
8.9.2 make a new or amended Academic Decision; or
8.9.3 determine that no further action should be taken in relation to the matter.
8.10 A decision of a Student Appeals Body is final.
8.11 The Appellant will be advised as soon as practicable of the Student Appeals Body’s decision and the reasons for it.
8.12 Where a decision of a Student Appeals Body reveals a systemic or other serious failure by the Faculty or the Academic Panel to observe Due Academic Process, the Chair of the Student Appeals Body will send a copy of the decision to the Provost and Deputy Vice-Chancellor for consideration and action.
Part 9: Further provisions

9.1 Where a Faculty requires further and more detailed provision for the resolution of Student concerns or appeals about Academic Decisions, the Academic Board, on the request of that Faculty, may by resolution establish such provisions. Rescinded.
Notes

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

Date made: 6 November 2006
Date registered:
Date commenced: 28 November 2006
Administered by: University Secretariat
Publication date:
Review date:
Related documents

Amendment history

<table>
<thead>
<tr>
<th>Provision</th>
<th>amendment</th>
<th>commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.2</td>
<td>The word “made” was added as an administrative amendment.</td>
<td>3 August 2015</td>
</tr>
<tr>
<td>1.5, 1.6.1.1, 1.6.1.2, 1.6.3.2, 5.4</td>
<td>References to other documents updated as an administrative amendment.</td>
<td>3 August 2015</td>
</tr>
<tr>
<td>1.6.1.1, 1.6.1.2, 1.6.3.2, 5.4</td>
<td>Incorrect references updated as an administrative amendment</td>
<td>25 August 2015</td>
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<td>...</td>
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</tbody>
</table>
At the meeting of 30 September 2015, the Academic Standards and Policy committee considered a proposal to change 6 (1) of the Assessment Procedure 2011 to require lecturers to state in the Unit of Study outline whether simple extensions were allowed within the faculty and, if so, the process for doing so. This followed on from discussion at the Academic Board of 19 August where, in changes to the Coursework Policy and Assessment Procedure to enable the centralisation of Special Consideration requests through Student Administrative Services, the clause for simple extensions had been removed.

Discussion included the necessity this would impose on faculties to create a local provision on this issue, and the difficulty of interfacing a simple extension provision with the special consideration provision.

Since this discussion at the Academic Board there have been further meetings with student representatives.

In addition, the SEG has approved plans to improve services to students with disabilities by agreeing to the following:

1. The availability of unit of study outlines incorporating details and due dates of assessment tasks no later than one week prior to the commencement of each semester.
2. Changes to assessment tasks (nature, weighting or due dates) after the publication of unit of study outlines are made only in exceptional circumstances.
3. A liaison person is allocated for each Faculty to ensure Academic Plans are effectively implemented within the Faculty and to provide a conduit back to SSS on Faculty issues and requirements pertaining to implementation.

Proposal

To be consistent with the initiative for students with disability, simple extensions need to be seen in the context of exceptional circumstances.

6 Informing students - Principles 1 and 2

(1) The scope and nature of the assessment for each unit of study should be explicitly stated in the unit of study outline and published no later than one week prior to the commencement of the semester or teaching period in which the unit is offered, at the beginning of delivery of the unit. This statement should include:

(a) details of all aspects of the assessment system, including the intended learning outcomes to be tested;

(b) the standards against which performance will be measured;

(c) the weighting of items and of tasks or papers;
(d) the due date for submission or testing;

(e) the conditions under which examinations will be sat;

(f) the conditions for extensions of time (if any); and

(g) the penalties for lateness or violation of assessment specifications (e.g. length).

(2) Changes to the nature, weighting or due date of assessment tasks including simple extension made after the publication of unit of study outlines may only be made in exceptional circumstances.
SUBMISSION TO ACADEMIC STANDARDS AND POLICY COMMITTEE
Meeting: 11 November 2015
STUDENT ADMINISTRATION SERVICES PROGRAM SUBMISSION: DECISIONS MATRIX

EXECUTIVE SUMMARY

The Student Administration Services (SAS) Program aligns with Strategy Four of the University Strategic Plan (Enrich the experience of university life for all our students) through the provision of “efficient and helpful student administration systems”. The SAS Program has undertaken a systematic review across the University’s student administration processes as part of a larger restructure of student administration. A series of improvements have been identified which would significantly enhance both the student and staff experience and enable the centralisation of certain student administration services.

On 19 August 2015, the Academic Board approved amendments to the Coursework Policy and Assessment Procedures 2011 regarding special consideration and special arrangements. These amendments provide for the application of standard determinations on the form of special consideration to be provided, more specifically the provision for SAS to apply exam based remedial decisions (for formal end of semester examinations) and other standard remedial decisions on behalf of faculties based on an agreed set of rules.

The enclosed Decisions Matrix outlines a set of university-wide decisions for standard assessment categories. It is proposed that this matrix will be applied by SAS to achieve consistency of outcomes for students. This matrix has been developed in conjunction with the Decisions Matrix Working Group, chaired by Peter McCallum with representation from Faculty of Arts and Social Sciences, Engineering, Science and Health Sciences.

Recommendation

That the Academic Standards and Policy Committee (ASPC) endorse the amendments to the Coursework Policy 2014 as set out in the report presented and refer to the Academic Board for approval
SUBMISSION TO ACADEMIC STANDARDS AND POLICY COMMITTEE
Meeting: 11 November 2015
STUDENT ADMINISTRATION SERVICES PROGRAM SUBMISSION: DECISIONS MATRIX

General principles:

- The decisions matrix will target 80-90% of all remediation requests
- The decisions matrix below covers the first special consideration request for each assessment item
- Additional requests (for the same assessment item) will be considered separately as to what university-wide decision may be agreed, but could be referred back to the Faculty for a remediation decision
- A special considerations report will be available to UoS Coordinators which lists all assessments and what remediation was granted
<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Assessment description</th>
<th>Remediation</th>
<th>Conditions</th>
<th>SAS</th>
<th>Faculty¹</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>Final Exam</td>
<td>Written exam</td>
<td>Replacement exam</td>
<td>Final exam scheduled and managed centrally</td>
<td>Record exam is managed centrally</td>
<td>Where the student is unable to attempt the replacement exam and a valid form of replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure)</td>
<td>Provide replacement exam paper Download special consideration report Construct a valid form of replacement assessment or an alternative means of assessment where the student is unable to attempt the replacement exam</td>
</tr>
</tbody>
</table>

¹ This may be a faculty, school or department
<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Assessment description</th>
<th>Remediation</th>
<th>Conditions</th>
<th>SAS</th>
<th>Faculty¹</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>Final Exam</td>
<td>Written exam</td>
<td>Replacement exam</td>
<td>Scheduled and/or managed by the faculty</td>
<td>Record exam is managed by the faculty</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Apply standard remediation from Decisions Matrix</td>
<td></td>
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<td></td>
<td>Where the student is unable to attempt the replacement exam and a valid form of replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

¹ Faculty: SAS, UOS Coordinator

Schedule and manage replacement exam
Provide replacement exam paper
Download special consideration report
Inform student of replacement exam schedule
Construct a valid form of replacement assessment or an alternative means of assessment where the student is unable to attempt the replacement exam
Manage and implement DSU adjustments

2 December 2015
<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Assessment Description</th>
<th>Remediation</th>
<th>Conditions</th>
<th>SAS</th>
<th>Faculty¹</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>In-semester exam</td>
<td>Written exam, worth 30% or greater</td>
<td>Replacement exam</td>
<td>Apply standard remediation from Decisions Matrix</td>
<td>Schedule and manage replacement exam</td>
<td></td>
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<td></td>
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<td></td>
<td>Provide replacement exam</td>
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<td></td>
<td></td>
<td>Download special consideration report</td>
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<td></td>
<td>Inform student of replacement exam schedule</td>
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<td></td>
<td>Manage and implement DSU adjustments</td>
</tr>
<tr>
<td>Assessment Category</td>
<td>Assessment Type</td>
<td>Assessment description</td>
<td>Remediation</td>
<td>Conditions</td>
<td>SAS</td>
<td>Faculty</td>
<td>UOS Coordinator</td>
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</tr>
<tr>
<td>Skills based assessment</td>
<td>External Placements</td>
<td>Professional experience placement, internship, site visit</td>
<td>Replacement placement</td>
<td></td>
<td>Apply standard remediation from Decisions Matrix</td>
<td></td>
<td>Schedule replacement placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Inform student of placement details</td>
<td></td>
<td>Download special consideration report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Track attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Category</td>
<td>Assessment Type</td>
<td>Assessment description</td>
<td>Remediation</td>
<td>Conditions</td>
<td>SAS</td>
<td>Faculty&lt;sup&gt;1&lt;/sup&gt;</td>
<td>UOS Coordinator</td>
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</tr>
<tr>
<td>Skills based assessment</td>
<td>Skills based evaluation</td>
<td>Clinical skills assessment, lab skills assessment</td>
<td>Replacement evaluation</td>
<td>Not on specialised list</td>
<td>Apply standard remediation from Decisions Matrix</td>
<td>Schedule replacement evaluation</td>
<td>Inform student of replacement evaluation details</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Download special consideration report</td>
<td></td>
</tr>
<tr>
<td>Assessment Category</td>
<td>Assessment Type</td>
<td>Assessment description</td>
<td>Remediation</td>
<td>Conditions</td>
<td>SAS</td>
<td>Faculty¹</td>
<td>UOS Coordinator</td>
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</tr>
<tr>
<td>Skills based assessment</td>
<td>Skills based evaluation</td>
<td>Clinical skills assessment, lab skills assessment</td>
<td>Alternate assessment</td>
<td>On specialised list, refer to faculty or unit of study coordinator (e.g. evaluations not able to be repeated)</td>
<td>Apply standard remediation from Decisions Matrix</td>
<td>Determine appropriate alternate assessment</td>
<td>Schedule alternate assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Inform student of alternate assessment details</td>
<td>Download special consideration report</td>
</tr>
<tr>
<td>Assessment Category</td>
<td>Assessment Type</td>
<td>Assessment description</td>
<td>Remediation</td>
<td>Conditions</td>
<td>SAS</td>
<td>Faculty¹</td>
<td>UOS Coordinator</td>
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</tr>
<tr>
<td>Assessment Category</td>
<td>Assessment Type</td>
<td>Assessment description</td>
<td>Remediation</td>
<td>Conditions</td>
<td>SAS</td>
<td>Faculty(^1)</td>
<td>UOS Coordinator</td>
</tr>
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<td>------------------------</td>
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</tr>
<tr>
<td>Skills based assessment</td>
<td>Creative assessments/demonstrations</td>
<td>Performance, public recital, exhibition</td>
<td>Alternate assessment</td>
<td>On specialised list, (e.g. assessments/demonstrations not able to be repeated)</td>
<td>Apply standard remediation from Decisions Matrix</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Determine appropriate alternate assessment

Schedule alternate assessment

Inform student of alternate assessment details

Download special consideration report
<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Assessment description</th>
<th>Remediation</th>
<th>Conditions</th>
<th>SAS</th>
<th>Faculty&lt;sup&gt;1&lt;/sup&gt;</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted work</td>
<td>Assignment</td>
<td>Essay, report case study, proposal, literature review, portfolio</td>
<td>Extension of time</td>
<td>Up to 20 working days or up to 10 working days after the due date or before the return date&lt;sup&gt;2&lt;/sup&gt; (where provided)</td>
<td>Apply standard remediation from Decisions Matrix</td>
<td>Apply extensions longer than 20 working days or set an alternate assessment in cases where remaining student cohort would be disadvantaged</td>
<td></td>
</tr>
<tr>
<td>Submitted work</td>
<td>Assignment</td>
<td>Essay, report case study, proposal, literature review, portfolio</td>
<td>Determined by Faculty</td>
<td>Greater than 20 days or greater than 10 days after the due date or after the return date (where provided)</td>
<td>Award a grade of DC (discontinue not to count as failure)</td>
<td>Determines appropriate form of consideration</td>
<td></td>
</tr>
</tbody>
</table>

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2 Return date refers to the date when an assignment or the answers are provided to the student
<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Assessment description</th>
<th>Remediation</th>
<th>Conditions</th>
<th>SAS</th>
<th>Faculty¹</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class assessments</td>
<td>Tutorial quiz or small test</td>
<td>Worth less than 30%³</td>
<td>Mark adjustment</td>
<td></td>
<td>Apply standard remediation from Decisions Matrix</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

³ Students will be encouraged to check with their unit of study coordinator if any repeat sessions will be available before submitting a special consideration application.
<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Assessment description</th>
<th>Remediation</th>
<th>Conditions</th>
<th>SAS</th>
<th>Faculty¹</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class assessments</td>
<td>Tutorial/lab</td>
<td>attendance⁴</td>
<td>Mark adjustment</td>
<td></td>
<td>Apply standard remediation from Decisions Matrix</td>
<td>Download special consideration report Make mark adjustment (re-weight, average etc.) Provide an alternate assessment where a student has missed more than one third of the regular assessment components</td>
<td></td>
</tr>
</tbody>
</table>

⁴ Students will be encouraged to check with their unit of study coordinator if any repeat sessions will be available before submitting a special consideration application.
<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Assessment description</th>
<th>Remediation</th>
<th>Conditions</th>
<th>SAS</th>
<th>Faculty¹</th>
<th>UOS Coordinator</th>
</tr>
</thead>
</table>
| In-class assessments | Presentation         | Oral presentation                | Replacement presentation            | Apply standard remediation from Decisions Matrix | Download special consideration report  
Schedule replacement presentation  
Inform student of replacement presentation schedule  
Provide alternate assessment if replacement is unable to be provided | None | None |
| In-class assessments | Optional assignment or test | Includes formative assessments | None | None | None | None |

1. Faculty represents the academic staff responsible for the academic integrity and standards of the program.
<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Assessment description</th>
<th>Remediation</th>
<th>Conditions</th>
<th>SAS</th>
<th>Faculty</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work</td>
<td>Presentation</td>
<td></td>
<td>Alternate assessment for the impacted student</td>
<td>Apply standard remediation from Decisions Matrix</td>
<td></td>
<td></td>
<td>Download special consideration report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provide alternate assessment for impacted student</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Impact on other group members to be noted during marking</td>
</tr>
<tr>
<td>Assessment Category</td>
<td>Assessment Type</td>
<td>Assessment description</td>
<td>Remediation</td>
<td>Conditions</td>
<td>SAS</td>
<td>Faculty</td>
<td>UOS Coordinator</td>
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</tr>
<tr>
<td>Group work</td>
<td>Written assignment</td>
<td></td>
<td>Alternate assessment for the impacted student</td>
<td>Apply standard remediation from Decisions Matrix</td>
<td>Download special consideration report</td>
<td></td>
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<td></td>
<td>Provide alternate assessment for impacted student</td>
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<td></td>
<td></td>
<td></td>
<td>Impact on other group members to be noted during marking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACADEMIC BOARD NOMINEES – Proposal for Changes to Requirements

6th November 2015

Distribution:  Professor Peter McCallum, Chair of the Academic Board
            Academic Standards and Policy Committee
            Senior Executive Group

Recommendation:

That the requirements for Academic Board Nominees on Selection Committees for Level A appointments be
amended to reduce the number of Selection Committees requiring Nominees.

Background:

Section 3(A)(1) of the Recruitment and Selection Policy requires a nominee of the Academic Board be part of the
composition of the Selection Committee for all academic staff appointments for roles from Level A to D, with the
Chair of the Academic Board or their nominee taking this position for Level E roles. The Recruitment team
currently had a list of 177 Academic Board Nominees (ABNs) who are at Level B or above, have been trained in
how to oversee and ensure the maintenance of academic standards while sitting on a Selection Committee and
have undertaken to volunteer for this duty as part of their service to the University.

Due to the volume of academic recruitment at any given time, the Recruitment team has found securing an ABN
for Selection Committees increasingly difficult. Despite a consistent and conscious effort to ensure academics
who have volunteered for this task are not asked to sit on Selection Committees too regularly, the team has
found the pool of potential available ABNs has often been restricted. As of the beginning of November 2015, a
full 56 of the 177 potential ABNs (32%) have already served on Selection Committees in the last three months.
In addition to this, a further 25 potential ABNs are on sabbatical, on leave or in a position where their ability to
assist in this regard is severely limited. This means that currently 81 of the potential ABNs (46%) are
automatically unavailable, and most of the remainder have served on Selection Committees several times
already in the last 12 months.

Given that Level A roles form the greatest volume of recruitment assignments that require ABNs, some changes
to the policy in relation to this level of role would help address the problem outlined above.

Grant-funded research frequently involves the appointment of Level A academics under the terms of the
Appointment on Nomination Policy. In some cases, it is desirable to advertise to source suitable applicants, even
though, in other respects, the position qualifies as an appointment on nomination. In such cases it is suggested
that Heads be authorised to incorporate advertising into the Appointments on Nomination process, provided that
the position qualifies in all other respects

Proposed Changes to Requirements:

To help address this issue while still maintaining suitable oversight of academic standards in selection
processes, it is proposed that the Recruitment and Selection Policy be amended to reflect the following changes
in requirement:
(i) That Level A grant-funded and fixed term appointments of up to two years duration no longer require an ABN as part of their Selection Committees.

(ii) If this proposal is accepted, Section 3 (A) (1) be amended as follows:

<table>
<thead>
<tr>
<th>Membership</th>
<th>Appointment Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level A - Grant funded up to two years fixed term</td>
<td>A to C D E</td>
</tr>
<tr>
<td>Provost and Deputy Vice Chancellor (or nominee)</td>
<td></td>
</tr>
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<td></td>
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<tr>
<td>Dean or Nominee</td>
<td></td>
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<td></td>
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<tr>
<td>Nominee of the Academic Board</td>
<td></td>
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<td></td>
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<tr>
<td>Head or nominee</td>
<td></td>
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<tr>
<td>Internal School Member (nominated by the Head)</td>
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<tr>
<td>External Member nominated by the Head</td>
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<tr>
<td>Other members (optional)</td>
<td></td>
</tr>
</tbody>
</table>

That section 3 (A) (b) of the Appointment on nomination Policy be amended as follows:

1. (b) Nomination of appointee
   No advertising in a public media or a formal application is required. The Head, in consultation with the relevant staff, nominates a person suitable for appointment and requests from the nominee a Curriculum Vitae, and referee details. Although there is not a requirement for advertising, the Head may approve advertisement for an appointment on nomination to source suitable applicants.

Recommended:

Tim O’Neill
Senior Recruitment Manager – Head of Recruitment
Chapter 8 of the University of Sydney By-Law 1999 (as amended) sets out the procedures for resolving allegations of misconduct by students within the University. Clause 76(3) requires that the Vice-Chancellor and any Proctorial Board reports to the Senate and Academic Board on all matters in which a penalty is imposed on a student as a result of a finding of misconduct. In respect of matters arising in 2014, twenty seven of the matters pursued under the provisions of Chapter 8 resulted in a decision of the Vice-Chancellor to impose a penalty. One matter (case number 5) resulted in a decision of the Proctorial Board to impose a penalty. Set out below is a summary of those matters.

<table>
<thead>
<tr>
<th>Case</th>
<th>Allegation</th>
<th>Penalty</th>
<th>Factors in decision</th>
</tr>
</thead>
</table>
| 1.   | Student knowingly presented another person’s work as their own work without appropriate acknowledgement of the source. | • Reprimand;  
• Fail grade and zero (0) mark for the unit of study;  
• Suspension from their award course for one semester, to be suspended pending any further finding of misconduct during the remainder of their candidature. | Student admitted to the allegation citing mitigating circumstances including caring for their father, sleep and depression problems. |
| 2.   | Student knowingly presented another person’s work as their own work without appropriate acknowledgement of the source. | • Severe reprimand;  
• Fail grade and zero (0) mark for the unit of study;  
• Suspension from their award course for one semester, to be suspended pending any further finding of misconduct during the remainder of their candidature. | Student cited stress and other personal issues as contributing factors during the writing of the assignment.  
However, there was no evidence that they approached the School about the possibility of special consideration or for assistance with proper referencing in written work.  
Student had received a previous warning against plagiarism. |
| 3.   | Student knowingly presented another person’s work as their own without appropriate acknowledgement of the source. | • Reprimand;  
• Fail grade and zero (0) mark for the unit of study;  
• Suspension from award course for one semester, to be suspended pending any further finding of misconduct during the remainder of their candidature. | Student explained their conduct as in part related to the difficulties of going through their parents’ divorce.  
Student had received a previous warning for Dishonest Plagiarism |
| 4. | 1) On two separate occasions, student submitted a report that was substantially copied from that of another student without proper acknowledgement. During the investigation of this allegation, three more allegations of misconduct were referred against the student:  
2) Student submitted a document purporting to be the academic transcript of their enrolment in the medical degree at another university as false.  
3) Student falsely claimed to be assisting with research at a city hospital and provided false supporting information in relation to the claim.  
4) Student provided a doctored University of Sydney transcript as part of their application to the University for admission to the Doctor of Medicine. | • Reprimand;  
• Fail grade and 0 (zero) mark for the unit of study;  
• The suspension penalty that the student would have received for the finding on Allegation 1 be applied with immediate effect, that is, suspension from their award course for Semester 1, 2015;  
• A further suspension of one semester from their award course be applied so that they are suspended from their award course for Semesters 1 and 2, 2015 and from attending Winter School 2015. | The imposition of a more severe penalty is in line with previous decisions on penalty in cases that involved the student’s submission of falsified or forged documents on more than one occasion.  
The student submitted the falsified documents at a time when the University was investigating a previous allegation of misconduct against them. They would have been aware of the seriousness with which the University viewed acts of misconduct and of their responsibilities under the student code of conduct.  
With respect to Allegations 2 and 3, the student submitted the falsified documents and provided false evidence with a view to explaining elements of their behaviour in committing the alleged plagiarism.  
The deliberateness of the behaviour and the contempt for proper conduct that it displayed warranted the imposition of a severe penalty. |
| 5. | Student knowingly submitted a falsified Professional Practitioner Certificate and medical certificate in support of a special consideration application. | • Reprimand;  
• Fail grade and zero (0) mark for the unit of study;  
• Suspension from their award course for one semester. | Student denied the allegation, claiming that they thought the doctor they met and the PPC produced was genuine.  
Student was not cooperative with the investigation process nor did they attend the Student Proctorial Board hearing which confirmed the finding of misconduct.  
The Proctorial Board reduced the Vice-Chancellor's intended penalty of a severe reprimand to a reprimand only, in view of the student’s written submission which included evidence of contrition for their actions. |
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|6. | [redacted] | • Severe reprimand;  
• Suspension from award course for one semester, to be suspended pending any further finding of misconduct during the remainder of their candidature. | [redacted] |
|7. | Student brought an unauthorised item, a mobile phone, into a replacement examination and used the mobile to access information to assist with the examination. | • Severe reprimand;  
• Fail grade and zero (0) mark for the unit of study;  
• Suspension from their award course for one semester. | Student repeatedly denied any wrongdoing and did not express contrition.  
Student had had a previous finding of academic dishonesty. |
|8. | Student knowingly presented another person’s work as their own work without appropriate acknowledgement of the source for three assessment tasks and misled the Faculty during the investigation process. | • Severe reprimand;  
• Fail grade and zero (0) mark for the units of study;  
• Suspension from their award course for two semesters, to be suspended pending any further finding of misconduct during the remainder of their candidature. | Student made a successful submission to the Vice-Chancellor against the severity of the proposed penalty of a suspension for two semesters, to be applied in the first semester and suspended in the second semester pending any further finding of misconduct against the student. The student submitted that the proposed penalty would create progression difficulties in qualifying for the Honours program that would be incommensurate with the impact that a suspension would have on another student not in their situation. The student also stated that their admission to the copying of the other student’s work had exonerated the other student and forestalled any further inquiry into their actions. |
|9. | Student knowingly submitted a falsified Professional Practitioner Certificate and medical certificate in support of a special consideration application for a final examination. | • Severe reprimand;  
• Fail grade and zero (0) mark for the unit of study. | Student admitted to the allegation from the onset and complied with the investigation. The student was in their first semester and the investigator accepted as credible their explanation that they did not know that they had to see a doctor to obtain a medical certificate. In addition the student was suffering from a serious illness at the time. The student provided documentation in support of their explanation. |
<p>|10. | 1) Student: | • Severe reprimand; | Student was studying on an exchange program at the University. The Vice-Chancellor investigated the |</p>
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| a) groped and kissed another student whilst she was waiting to go into class;  
 b) suggested to the other student that they go get a room and “make-out” or head to the unisex toilet;  
 c) reached out and grabbed the other student on the breast as she attempted to leave;  
 d) grabbed the other student’s buttock and squeezed it as she attempted to walk away.  
 2) Student approached the same female student and attempted to talk to her. | • Expulsion from the University  
 • Permanent suspension from admission to or from the use of the University’s grounds or any part of those grounds.  
 allegation in accordance with his power under clause 4792(f) of the By-law. The student’s behaviour was not only a breach of the Code of Conduct for Students, but was also an act of unlawful harassment under the Harassment and Discrimination Prevention Policy. |
| 11. Student knowingly submitted a falsified Professional Practitioner Certificate and/or medical certificate in support of seven special consideration applications across six units of study and two show good cause submissions. | • Reprimand  
 • Fail grade and 0 (zero) mark for six units of study  
 • Expulsion from the University for six semesters  
 The penalty is commensurate with the seriousness of the misconduct and the fact that the student engaged in further dishonesty throughout the investigation process. |
| 12. During a visit to the University by the Minister for Foreign Affairs, the student:  
 1) attempted to force their way through University Security and police officer cordons on multiple occasions at the entrance to MacLaurin Hall;  
 2) forced their shoulder into a police officer;  
 3) by forcing the police officer backwards, pushed their way into MacLaurin Hall. | • Severe reprimand;  
 • Suspension from admission to and use of the University’s grounds for a period of six months, to be suspending pending any further finding of misconduct during the course of their current or any future candidature.  
 Student’s conduct was inconsistent with the requirements in Part 4 of the Code of Conduct for Students.  
 In mitigation, the investigator accepted the student’s statement that they did not go to the protest with the intention of pushing into the police and forcing entry into MacLaurin Hall. They had attended the protest in order to express their genuinely held views about the inequity of the Commonwealth Government’s proposed changes to the regulation of the higher education sector. In addition, the investigator accepted that the protest had been spontaneous, not well organised and chaotic. |
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| **13.** | Student submitted their Clinical Placement portfolio which included a performance report and signature from their 'supervisor' that was forged. | - Severe reprimand;  
- Fail grade and 0 (zero) mark for the unit of study;  
- Suspension from their award course for one semester;  
- A further suspension from their award course for one semester, with the suspension being suspended pending any further finding of misconduct whilst a student of the University. |
|   | Student intentionally forged the supervisor’s signature and report to make it appear that they had attended the clinical placement when they had not.  
Student provided a submission to the Vice-Chancellor concerning the severity of the penalty.  
The Vice-Chancellor upheld his decision on the penalty. |
| **14.** | Student submitted an assignment that was substantially copied from an assignment submitted by another student in an earlier semester. The allegation was made on the background of two previous findings of plagiarism/academic dishonesty against the student. | - Reprimand;  
- Fail grade and 0 (zero) mark for the unit of study;  
- Suspension from their award course for one semester. |
|   | The misconduct entailed the student’s making a deliberate decision to attempt to present another student’s work as their own for academic credit.  
Student was found to have submitted work identical to that of another student on two previous occasions. On both occasions, the student was warned of the serious nature of their actions and that a further finding of academic dishonesty would incur the ‘heaviest’ penalty. |
| **15.** | Student knowingly submitted a falsified Professional Practitioner Certificate and medical certificate in support of a special consideration application. | - Reprimand;  
- Fail grade and 0 (zero) mark for the unit of study;  
- Suspension from the student's award course for one semester, to be suspended pending any further finding of misconduct. |
|   | The penalty is similar to other penalties given to students who had been found to have committed the same action. |
| **16.** | Student knowingly submitted a falsified Professional Practitioner Certificate and medical certificate in support of a special consideration application. | - Reprimand;  
- Fail grade and 0 (zero) for the unit of study;  
- Suspension from the student's award course for one semester, to be suspended pending any further finding of misconduct. |
|   | The penalty is similar to other penalties given to students who had been found to have committed the same action. |
| **17.** | Student knowingly submitted four falsified Professional Practitioner Certificate and medical certificate in support of four special consideration applications. | - Reprimand;  
- Fail grade and 0 (zero) for the four units of study;  
- Suspension from their award course for two |
|   | The penalty is consistent with the penalty imposed in previous cases where the student had engaged in multiple instances of submitting a false and/or forged medical certificate. In this case, the student submitted a forged PPC on four separate occasions. |
The investigation report indicated that the student had shown no remorse for their actions and had failed to provide truthful evidence. They also failed to cooperate with parts of the investigation process by neglecting to provide additional information or documentation in support of their oral evidence.

| 18. | Student knowingly submitted a falsified Professional Practitioner Certificate and medical certificate in support of a special consideration application. | • Reprimand;  
• Fail grade and zero (0) mark for the unit of study;  
• Suspension from the student's award course for one semester, to be suspended pending any further misconduct during their candidature. | The penalty is similar to other penalties given to students who had been found to have committed the same action. |
| 19. | Student knowingly submitted a falsified Professional Practitioner Certificate and medical certificate in support of a special consideration application. | • Reprimand;  
• Fail grade and 0 (zero) for the unit of study  
• Suspension from their award course for a semester, to be suspended pending any further misconduct during their candidature. | The penalty is similar to other penalties given to students who had been found to have committed the same action. |
| 20. | Student knowingly submitted a falsified Professional Practitioner Certificate and medical certificate in support of a special consideration application. | • Reprimand;  
• Fail grade and 0 (zero) mark for the unit of study  
• Suspension from their award course for a semester, to be suspended on the condition that the student does not engage in further misconduct during candidature. | The penalty is similar to other penalties given to students who had been found to have committed the same action. |
| 21. | Student knowingly forged a Professional Practitioner Certificate and medical certificate in support of a special consideration application. | • Reprimand;  
• Fail grade and 0 (zero) mark for the unit of study  
• Suspension from their award course for one semester, to be suspended on the condition that the student does not engage in further misconduct. | The penalty is similar to other penalties given to students who had been found to have committed the same action. |
<table>
<thead>
<tr>
<th></th>
<th>Student knowingly submitted falsified medical certificates in support of special consideration applications across units of study.</th>
<th>Reprimand;</th>
<th>The number of PPCs submitted by the student far outnumbered that in previous cases and were submitted over a significant period of time. The severity of the penalty reflects the seriousness, deliberateness and heedlessness of the student's actions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>Fifteen</td>
<td>Fail grade and 0 (zero) mark for five units of study; Expulsion from the University for six semesters.</td>
<td></td>
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<tr>
<td>23.</td>
<td>Twelve</td>
<td>Fail (F) grade and 0 (zero) mark for seven units of study. Suspension from their award course for two semesters. The number of PPCs submitted by the student far outnumbered that in previous cases and were submitted over a significant period of time. The severity of the penalty reflects the seriousness of the student’s actions.</td>
<td></td>
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<tr>
<td>24.</td>
<td>Two</td>
<td>Reprimand; Suspension from their award course for a period of two semesters. The student submitted false documents on three separate occasions and continually denied the allegations.</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Two</td>
<td>Reprimand</td>
<td>Student attempted to mislead the investigator and acted with deliberate intent to deceive the University when purchasing the PPCs. A two semester suspension is commensurate with the seriousness of the misconduct.</td>
</tr>
<tr>
<td>26.</td>
<td>Two</td>
<td>Reprimand; Fail grade and 0 (zero) mark for the units of study in question; Suspension from their award course for a period of one semester. Student attempted to mislead the investigator and acted with deliberate intent to deceive the University when purchasing the PPCs. A two semester suspension is commensurate with the seriousness of the misconduct.</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>1) Two</td>
<td>Reprimand; Fail grade and 0 (zero) mark for the unit of study; Suspension from their award course for one semester, to be suspended pending any further finding of misconduct against them. The penalty is similar to other penalties given to students who had been found to have committed the same action.</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>2) One</td>
<td>Reprimand; Fail grade and 0 (zero) mark for the unit of study; Suspension from their award course for one semester, to be suspended pending any further finding of misconduct against them. The penalty is similar to other penalties given to students who had been found to have committed the same action.</td>
<td></td>
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<tr>
<td>themselves in a previous year</td>
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</table>
| 28. Student brought unauthorised materials (miniaturised notes) into a final examination. | • Reprimand;  
• Fail grade and 0 (zero) mark for the unit of study  
• Suspension from their award course for one semester, to be suspended pending any further finding of misconduct against them. | Student committed a deliberate act of examination misconduct.  
Student provided a submission against the severity of penalty to the Vice-Chancellor. The Vice-Chancellor upheld the penalty. |
Executive Summary

The Learning Centre (LC) is one of a number of central units of the Education portfolio under the Deputy Vice-Chancellor (Education). Together with the Institute for Teaching and Learning (ITL), and the Mathematics Learning Centre (MLC), the LC provides scholarly support and strategic leadership for the planning and implementation of teaching and learning initiatives across the university.

As part of the Education portfolio, the Strategic Plan, goals and strategies of the Learning Centre support the achievement of the goals and strategies of the Strategic Plan of the University of Sydney 2011-2015, as shown in the table below.

<table>
<thead>
<tr>
<th>University Strategic Plan/Strategies</th>
<th>Learning Centre Goals</th>
<th>Learning Centre Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engaged Enquiry: Integrated Education &amp; Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategy 3</strong>: Support curriculum renewal</td>
<td><strong>Goal 1</strong>: Support the enhancement of quality learning and teaching through curriculum renewal</td>
<td><strong>Strategy 1</strong>: Central Program, Individual Learning Program and Projects</td>
</tr>
<tr>
<td><strong>Strategy 7</strong>: Promulgate teaching excellence</td>
<td></td>
<td><strong>Strategy 2</strong>: Faculty Program and Projects</td>
</tr>
<tr>
<td><strong>Strategy 9</strong>: Support research talent from undergraduate students to research leaders</td>
<td><strong>Goal 2</strong>: Support the University’s diverse cohort of students</td>
<td><strong>Strategy 4</strong>: Teaching and research supporting students from diverse backgrounds</td>
</tr>
<tr>
<td><strong>Strategy 10</strong>: Promote Indigenous participation, engagement, education and research</td>
<td></td>
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</tr>
<tr>
<td><strong>Strategy 11</strong>: Support promising students from a diversity of social and cultural backgrounds</td>
<td><strong>Strategy 5</strong>: Staff research within LC and with staff in Faculties</td>
<td><strong>Strategy 6</strong>: Publications, grants and awards</td>
</tr>
<tr>
<td><strong>Strategy 4</strong>: Support for International Students</td>
<td><strong>Goal 3</strong>: Support the research and evidence basis which informs teaching and learning</td>
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<tr>
<td><strong>Strategy 6</strong>: Develop &amp; support research excellence</td>
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<td></td>
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<tr>
<td><strong>Strategy 11</strong>: Support curriculum renewal</td>
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</tr>
</tbody>
</table>

In 2014, the Learning Centre (Camperdown/Darlington Campus) had **5.8** full-time equivalent academic staff on continuing positions, **one** full-time teaching-focused academic position and **one** full-time administrative staff member. The Learning Centre (Cumberland Campus) had **0.6** full-time equivalent general staff (Learning Skills Adviser) on a continuing position. Teaching was also provided by casual staff, made possible by funds from special project grants, and by funds from Faculty sources for specific initiatives.

The primary role of the Centre is to assist all enrolled students to develop and enhance their learning and academic literacy. The Centre achieves this through each of its four main programs:
• the *Central Program* of academic skills workshops and orientation lectures. (*Strategy 1*)
• the *Individual Learning Program* (ILP) of resources and consultations for individual students. (*Strategy 1*)
• the *Faculty Program* of learning and teaching development activities in collaboration with faculties across the University (*Strategy 2*)
• the *eLearning Program* of projects (*Strategy 3*)

The teaching development, eLearning, and research projects (both internally and externally funded) inform each of the Centre’s programs and allow for a rich interchange among programs. Often these projects involve collaboration between the Centre and faculties, or other central units.

**MAJOR ACHIEVEMENTS**

**Goal 1: Support the Enhancement of Quality Learning and Teaching**

**Facts and Figures: Central Workshop Program, Faculty Program and Independent Learning Program**

• Using a combination of Faculty Teaching Activities, Central Programs and a Teaching Program outside faculties, the Learning Centre provided language, communication and learning support for 7136 students in 2014 (2013:7056).
• A total of 1717 Students from 16 faculties enrolled in the Central Workshop Program. As in past years, the greatest participation was from the School of Business (22.4%) and the Faculty of Arts & Social Sciences (19.6%). This reflects the general patterns of enrolment per faculty for the University.
• A total of 2128 students received language and learning support through the Faculty Program operating in schools/departments from 16 Faculties of the University as well as Indigenous Support Services.
• The MASUS academic literacy diagnostic procedure and tutor training in the implementation of the procedure was implemented in *Architecture Design & Planning, the Cadigal Program, Nursing & Midwifery, Pharmacy, and Education & Social Work* reaching 434 students (374 first year and 60 postgraduate students). Follow-up sessions of academic literacy support were provided in all cases.

**Support for curriculum renewal**

The Faculty program is the chief Learning Centre vehicle for supporting curriculum renewal. The program involves working collaboratively with discipline based staff to either embed academic language, literacy and learning support into Units of Study and degree programs or to offer programs as an adjunct to a Unit of Study. The program is primarily developed to meet the needs of all students, including domestic, international, and culturally and linguistically diverse students. 2014 highlights include:

• *EDUF1019*. 2014 saw the second iteration of this project based on a sustainable model of embedding. This involved collaboratively working with faculty staff to review aspects of the curriculum including marking rubrics, developing feed forward writing and learning activities that are explicitly tied with the building of disciplinary knowledge, with progressive movement away from delivery by the Learning Centre. The 2014 iteration involved faculty
The key eLearning projects undertaken in 2014 were:

- **EDEC1001/EDMT5561** Early Childhood Settings and Communities – developing essay writing in undergraduate and postgraduate students. An embedded literacy support program using a MASUS diagnostic, feedback and follow-up workshops.
- **Curriculum Embedded Communication and Language Development** (CECLD) Scholars Network of colleagues across faculties which aims to share ideas, expertise and research related to embedded communication and language development. A number of meetings were held in 2014 and culminated in a jointly presented symposium presentation at the Sydney Teaching Colloquium, titled: *Assessment: engaging with communication standards*.

Support research talent from undergraduate students to research leaders

- **Faculty of Medicine**: New workshops (4 hours) for Northern Clinical School (NCS) HDR students: *Critical Reading of a Research Article* and *Critical Writing of the Literature Review*.
- **Faculty of Dentistry**: *Writing a Literature Review* workshop for two groups of PG Clinical Dentistry students at Westmead Hospital.
- **Sydney Conservatorium of Music**: The *Writing your Honours Thesis* workshop for Performance Hons students was redesigned to cater for a move from long essay to thesis requirement.
- **Sydney College of the Arts**: HDR students writing support series. A series of four x 2 hour workshops was delivered to support HDR students in thesis writing. The close collaboration between the staff of the SCA and the LC was a very positive feature of the workshop series, which were, for the most part, co-taught.
- **School of Business**: *Critical Reading workshop*. A 3-hour seminar was developed for pre-honours students in the unit WORK 3922 (Organisational Research) in a collaboration between LC and Faculty staff.

**Highlights: ELearning Program**

In 2014, the Learning Centre website expanded the complexity and usefulness of its online resources. This is reflected in the site’s analytics, which recorded **131,101** visits and **79,856** unique visitors in 2014, more than double the figure of unique visitors for 2013 (38,530). 2014 data also indicate 276,993 page views for the site, compared to around 160,000 in 2013.

The eLearning Program involves internal and external collaborations with academic staff in faculties and staff in central units on projects designed to enhance and support students’ eLearning. Full details of the following projects can be found in Section 1.3, pp. 25.

The key eLearning projects undertaken in 2014 were:

- **OLT/ ALTC**: An Online Writing Centre for Undergraduate Engineering Students: a One Stop Shop [http://iwrite.sydney.edu.au](http://iwrite.sydney.edu.au)
iWrite has now been moved into a new content management system Magnolia CMS an open source product hosted by ICT. New entry screens for iWrite tutorials have been designed in Magnolia. Funding has also been allocated to create a home page in Magnolia to bring together all the writing resources available at Sydney University, both online and face-to-face. This site will be made available in 2015 and can then be posted within Units of Study on the LMS and on the My Uni student portal.

- **OLT grant:** Driving curriculum and technological change to support writing in the engineering disciplines – LC consultancy.

The aim of this project is to develop an integration model supporting the use of online writing tools to develop written communication skills in undergraduate engineering in line with University graduate attributes, the needs of employers and accrediting bodies. A Revised Year 1 progress report was submitted to the OLT in March 2014. The project will conclude in July 2015.

- Online Academic Writing Modules.

In 2014, the core components of the online version of the Learning Centre’s workshop Foundations of Grammar were completed. The module will be delivered via the University’s Learning Management System (BlackBoard), commencing in early 2015.

### Goal 2: Supporting the University’s Diverse cohort of students

**Support promising students from a diversity of social and cultural backgrounds**

The Learning Centre has a long history of supporting a diverse student cohort through a number of programs and initiatives. LC’s work in 2014 included bridging programs, OLT and Higher Education Participation and Partnership Program (HEPPP) funded projects, as summarized below: For full details see Section 2.1 on pp. 31. The Centre’s core programs also cater for the needs of the University’s diverse student body.

**The Central Program** offers workshops for students from non-English speaking backgrounds (NESB), with a particular focus on the development of written and spoken communication skills.

- In 2014, 60.5% of students in scheduled workshops in the Central Program were of non-English-speaking backgrounds, the majority of these being international students (41%). NESB students remain an over-represented group in LC when compared to university enrolments of such students (25.6%). International students are also an over-represented group in LC programs compared to University enrolments (22.5% as at 31/03/14).
- Of the 1065 hours of workshops offered in the Central Program, 18% (192 hours) were restricted to students of non-English-speaking backgrounds through the WELL (Workshops in English Language and Learning), Oral Presentations for NESB students and Pronunciation workshops. However, NESB students attended in high numbers in all workshops.

**The Faculty Program** is developed collaboratively with discipline based staff and is primarily developed to meet the needs of all students, including international/NESB students and non-
traditional students. It can also include the diagnostic assessment of students’ academic literacy, using the MASUS procedure.

Projects supporting students from diverse backgrounds: social inclusion projects
(for further details see Section 2.1.1 pp. 32)

Indigenous Student Academic Skills Support Programs

- Cadigal alternative pathway: Academic Skills Support
- Academic Support Program for Pemulwuy reduced load pathway students
- Academic Literacy Program for mature-age Aboriginal students undertaking a Graduate Diploma in Human and Community Services.

OLT Project: Degrees of proficiency: building a strategic approach to university students’ English language assessment and development

Higher Education Participation and Partnership Program (HEPPP) and Widening Participation funded teaching and research projects in 2014

- Bridging Socio-cultural Incongruity in the Education Curriculum (BIEC) continuing from 2013 and operating within EDUF1019.
- What do we know about our students and how does it affect our teaching?
- Academic Literacy and Learning Bridging Program for Accelerated Entry Bachelor of Social Work students (TAFE Pathway entry to Year 2 university) entering University in 2014.
- Academic Literacy and Learning Bridging Program for low SES students entering University in 2014.

Goal 3: Supporting the research and evidence basis which informs teaching and learning

Most of the teaching development projects, eLearning projects and HEPPP funded projects listed above contained a research component. The main areas of research expertise in the Centre are in the areas of educational linguistics, pragmatics, educational psychology and socio-cognitive learning theories.

2014 LC publication output:

- 3 book chapters + 5 in press
- 3 journal articles + 1 in press
- 15 unpublished conference and other professionally-oriented presentations

2014 research projects and proposals
(for further details see Section 3.1.1 pp. 39)

• **Degrees of proficiency: building a strategic approach to university students’ English language assessment and development.** The project website was completed in 2013 and officially launched at the AALL conference in Melbourne in December, 2013. ([http://www.degreesofproficiency.aall.org.au](http://www.degreesofproficiency.aall.org.au)) A joint publication on the project has been published in Higher Education Policy and Management. Outstanding OLT funding was handed over to AALL and two remaining project team members, Helen Drury and Tim Moore, have been responsible for project activities in 2014.

• **Feedback in the Sciences: what is wanted, what is given, and how it can be improved amongst a diverse student population.** The online handbook for markers was launched in 2014 and displayed on Faculty, Learning Centre and department/school websites.

• **Identifying HDR students’ perceptions: what kind of academic support do they need to be successful?** A survey was administered to all HDR students participating in the LC research workshop program in November /December 2012. The internal report was submitted to the new DVC Education in 2014. It is anticipated that the information will be used to develop sustainable strategies for providing HDR students with research writing support.

• **Making Histories: Oral accounts of the development of academic language and learning in Australian Higher Education – an AALL funded project continuing into 2014.**

• **HDR supervisor training and development in Australian universities: a scoping study AALL funding application was successful and will commence in 2015).**

• **Designing and Supporting Curricula to Develop Communication Standards within Professional Degree Programs** (OLT Proposal: unfunded but with overall score of 4.5/5).

• **NCCC Proposal: Academic Literacy for Cultural Competence** (successful and to commence in 2015).

• **Charles Perkins Centre.** A proposal to create and trial a ‘light touch’ diagnostic tool to be used by supervisors and research students in order to facilitate supervision of student research writing.

• **Supporting tutors to support students.** Proposal submitted to DVCISS.

• **Achieving academic success – what matters?** Proposal submitted to DVCISS.

**Leadership within the Profession**

In 2014 LC staff provided leadership in the profession, and expert consultancy advice outside and within the University. Further details can be found in Section 3.3.1 pp. 50.

• Leadership and organisation of the first national Symposium On Higher Degree Research Student Writing, University of Sydney, October 2014.

• Joint organisation of a national AALL symposium funded by the OLT and AALL on *Ways forward in building a strategic approach to university students’ English language assessment and development* as part of the dissemination of the project *Degrees of Proficiency: Building a strategic approach to university students’ English language assessment and development*. Approximately 90 participants from all states and territories attended. May 19, 2014.
• Organisation of a research meeting for NSW/ACT AALL members, faculty staff and other interested parties supported by Dr. Julia Miller’s OLT grant. OLT Grant workshop: The English for Uni website: Accessible resources to make academic writing fun.

• Organisation of a research meeting for Sydney and UNSW Learning Centres and science and engineering faculty members on Integrating language and content: Genre pedagogy in sciences and engineering to share research and practice with visitors from The Netherlands and Sweden.

• Organisation of a research meeting for interested staff from University of Sydney and other metropolitan universities on Christine Daymon and Lindy Norris’ OLT project to develop strategies and resources to enable academics in China and Australia to support international students http://chinapostgraduates.murdoch.edu.au.

• External assessment for the Monash promotion committee–School of Media Film and Journalism.

Contributions as reviewers/editors to professional journals

• English for Specific Purposes
• Member of Editorial Board Journal of Language of Aggression and Conflict (JLAC)
• Higher Education Research and Development
• Higher Education
• Instructional Science
• Journal of Academic Language and Learning
• Journal of Linguistics and the Human Sciences
• TESOL in Context

Membership of professional associations

• Association for Academic Language and Learning (AALL)
• Applied Linguistics Association of Australia (ALAA)
• Australasian Society for Computers in Learning in Tertiary education (ASCILITE)
• Australian Systemic Functional Linguistics Association (ASFLA)
• European Association for the of Teaching of Academic Writing (EATAW)
• Language and Society Centre, Monash University (LASC)
• Linguistic Politeness Research Group (LPRG)

International and local visitors received within the profession

Professor Gerald van Dijk, Pedagogy of Science and Technology, Utrecht University of Applied Sciences, The Netherlands.

Maaike Hajer, Language and content teaching specialist, Utrecht University of Applied Sciences, The Netherlands and Malmö University, Sweden.

Maria Koun, Language and science specialist, Malmö University, Sweden.

Dr. Julia Miller, the University of Adelaide.

Kathy Brady, Head, Student Learning, Flinders University.
Leadership in the University

- Initiation and co-leadership of the *Curriculum Embedded Communication & Language Development Scholars’ Network*. It is one of four networks which contribute to Strategy Three in the University Strategic Plan: Curriculum renewal.
- Presentation to the Sydney Nursing School Student Engagement Forum.

University working parties and committees

- Sydney Orientation Project Group
- DVC-ISS and NCCC via NCCC strategic projects
- First Year Experience Working Group
- SEG Education
- International Student Programs Committee
- Faculty of Science Teaching and Learning Committee
- Interview committees for LC staff positions
- HASSACA eLearning Cluster
- HS eLearning Cluster
- Science eLearning Cluster
- University of Sydney meeting of the Australian & Midwifery Accreditation Council
- Reviewer for the Nursing School Teaching Innovation Award

Future Directions

2014 saw further development in all of the Learning Centre programs and consolidation and dissemination of a model for embedded faculty work that we hope to be able to extend and adapt in 2015. This model allows for gradual handover of collaboratively developed learning and teaching resources to the faculty, thereby providing a more sustainable embedded approach in the face of increasing demand. The learning Centre will also be working towards developing a more blended learning approach whenever possible as a further strategy to meet this demand.

In response to the continuing need for improving the student experience through the provision of high quality learning support, the following initiatives are being planned for 2015 and beyond:

- Dissemination of the outcomes of LC projects, particularly those emphasising blended learning.
- Continuing collaboration on widening participation (social inclusion) projects, either LC initiated or in partnership with faculties and other units.
• Continuing collaboration with other units in the Teaching and Learning Group of the Education Portfolio on research and teaching initiatives

• Continuing collaboration with faculties, schools and departments and the library on learning and teaching projects and research.

• Supporting faculties in developing and implementing sustainable and coherent curriculum renewal strategies.

• Ongoing evaluation and revision of learning support resources to meet changing student needs, particularly those of students from socio-culturally diverse backgrounds and international and local NESB students.

• Continuing development of the Learning Centre’s website and online e-learning support programs.

• Continuing participation in University wide and Faculty-based Committees and Working Parties which focus on English language policies and learning and teaching issues.

• Ongoing applications for funding for projects and/or research and applications for awards

• Promotion and publication of the Centre’s research and scholarship at local, national and international levels.

2015 will see the further adjustments to the DVC (Education) portfolio and the development of the next University Strategic plan. The Learning Centre will work towards supporting and helping to shape the work of the portfolio as it emerges in 2015 under the leadership of the new DVC Education.
Commonwealth of Australia

Tertiary Education Quality and Standards Agency Act 2011

Higher Education Standards Framework (Threshold Standards) 2015

I, SIMON BIRMINGHAM, Minister for Education and Training, make the following standards under subsection 58(1) of the Tertiary Education Quality and Standards Agency Act 2011:

1. the Provider Registration Standards  
2. the Provider Category Standards  
3. the Provider Course Accreditation Standards, and  
4. the Qualification Standards.

Dated: 7 October 2015

___________________________________________
SIMON BIRMINGHAM  
Minister for Education and Training
1. Name of Instrument

This Legislative Instrument is the *Higher Education Standards Framework (Threshold Standards) 2015* and revokes the *Higher Education Standards Framework (Threshold Standards) 2011* (F2013C00169) and all subsequent amendments.

2. Authority

This legislative instrument is made under subsection 58(1) of the *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act 2011).

3. Threshold Standards

For the purposes of defining the Threshold Standards under paragraphs 58(1) (a) to (d) inclusive of the TEQSA Act 2011, the applicable standards in the *Higher Education Standards Framework* are specified in the relevant column of Table 1 below:

(a) the Provider Registration Standards: column 2
(b) the Provider Category Standards: column 3
(c) the Provider Course Accreditation Standards: column 4
(d) the Qualification Standards: column 5

<table>
<thead>
<tr>
<th>Table 1 – Threshold Standards</th>
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<tbody>
<tr>
<td>Higher Education Standards Framework standard</td>
</tr>
<tr>
<td>Part A: Standards for Higher Education</td>
</tr>
<tr>
<td>1. Student Participation and Attainment</td>
</tr>
<tr>
<td>1.1 Admission</td>
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<tr>
<td>1.2 Credit and Recognition of Prior Learning</td>
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<tr>
<td>1.3 Orientation and Progression</td>
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<tr>
<td>1.4 Learning Outcomes and Assessment</td>
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<tr>
<td>1.5 Qualifications and Certification</td>
</tr>
<tr>
<td>2. Learning Environment</td>
</tr>
<tr>
<td>2.1 Facilities and Infrastructure</td>
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<tr>
<td>2.2 Diversity and Equity</td>
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<tr>
<td>2.3 Wellbeing and Safety</td>
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<td>2.4 Student Grievances and Complaints</td>
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</table>
### Higher Education Standards Framework standard

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</tr>
<tr>
<td>3.1 Course Design</td>
<td></td>
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</tr>
<tr>
<td>3.2 Staffing</td>
<td>✓</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Learning Resources and Educational Support</td>
<td>✓</td>
<td></td>
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<td></td>
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<tr>
<td>4.1 Research</td>
<td>✓ (according to provider’s circumstances)</td>
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<tr>
<td>4.2 Research Training</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.1 Course Approval and Accreditation</td>
<td>✓</td>
<td></td>
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<td></td>
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<tr>
<td>5.2 Academic and Research Integrity</td>
<td>✓</td>
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<td></td>
</tr>
<tr>
<td>5.3 Monitoring, Review and Improvement</td>
<td>✓</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5.4 Delivery with Other Parties</td>
<td>✓ (if applicable to the provider)</td>
<td></td>
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</tr>
<tr>
<td>6.1 Corporate Governance</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 Corporate Monitoring and Accountability</td>
<td>✓</td>
<td></td>
<td>✓ (6.2.1i only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3 Academic Governance</td>
<td>✓</td>
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<td></td>
</tr>
<tr>
<td>7.1 Representation</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 Information for Prospective and Current Students</td>
<td>✓</td>
<td></td>
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<td></td>
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<tr>
<td>7.3 Information Management</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1 Classification of Higher Education Providers</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2 Authority for Self-Accreditation of Courses of Study</td>
<td>✓ (if applicable to the provider)</td>
<td></td>
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</tr>
</tbody>
</table>

### 4. Commencement

This legislative instrument commences on 1 January 2017 (**commencement date**).
5. Application and savings provision for applications made before this instrument commences

1. This item applies in relation to an entity if, before the commencement date:

   (a) the entity makes an application to TEQSA under Part 3 (registration) or Part 4 (accreditation) of the TEQSA Act, and

   (b) TEQSA has not made a decision in respect of the application.

2. TEQSA must make a decision in respect of an application to which sub-item 5(1) refers in accordance with the *Higher Education Standards Framework (Threshold Standards) 2011* as in force immediately before the commencement date.
HIGHER EDUCATION
STANDARDS FRAMEWORK
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The **Higher Education Standards Framework**

The *Higher Education Standards Framework* (the Framework) is established by section 58 of the *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act 2011).

The Framework comprises:

**Part A: Standards for Higher Education**

These Standards represent the minimum acceptable requirements for the provision of higher education in or from Australia by higher education providers registered under the TEQSA Act 2011.

**Part B: Criteria for Higher Education Providers**

These criteria enable categorisation of different types of higher education providers according to certain characteristics; and whether a provider is responsible for self-accreditation of a course(s) of study it delivers.

**Definitions**

Unless the contrary intention appears, the terms and phrases used in the Framework have the same meaning as in the TEQSA Act 2011.

**Higher Education Qualification**

Higher Education Qualification has the same meaning as *higher education award* in section 5 of the TEQSA Act 2011 and includes the qualifications listed in Table 2 below, other than an award at an equivalent level in the *Australian Qualifications Framework* (AQF) that is offered or conferred for completion of a vocational education and training course:

**Table 2 – Australian Higher Education Qualifications**

<table>
<thead>
<tr>
<th>AQF level</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Higher Doctoral Degree *†</td>
</tr>
<tr>
<td>10</td>
<td>Doctoral Degree *†</td>
</tr>
<tr>
<td>9</td>
<td>Masters Degree (Research) *†</td>
</tr>
<tr>
<td>9</td>
<td>Masters Degree (Coursework) *</td>
</tr>
<tr>
<td>9</td>
<td>Masters Degree (Extended) *</td>
</tr>
<tr>
<td>8</td>
<td>Graduate Diploma *</td>
</tr>
<tr>
<td>8</td>
<td>Graduate Certificate *</td>
</tr>
<tr>
<td>8</td>
<td>Bachelor Honours Degree</td>
</tr>
<tr>
<td>7</td>
<td>Bachelor Degree</td>
</tr>
<tr>
<td>6</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>6</td>
<td>Advanced Diploma</td>
</tr>
<tr>
<td>5</td>
<td>Diploma</td>
</tr>
</tbody>
</table>

* = ‘Higher Degrees’, also known as ‘postgraduate degrees/qualifications’
† = ‘Higher Degrees by Research’

**Australian Higher Education Qualification**

Australian Higher Education Qualification has the same meaning as *Australian higher education award* in section 5 of the TEQSA Act 2011.

**Overseas Higher Education Qualification**

Overseas Higher Education Qualification has the same meaning as *overseas higher education award* in section 5 of the TEQSA Act 2011.
PART A: Standards for Higher Education

1 Student Participation and Attainment

1.1 Admission

1. Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.

2. The admissions process ensures that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including:
   a. all charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies
   b. policies, arrangements and potential eligibility for credit for prior learning, and
   c. policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.

3. Admission and other contractual arrangements with students, or where legally required, with their parent or guardian, are in writing and include any particular conditions of enrolment and participation for undertaking particular courses of study that may not apply to other courses more generally, such as health requirements for students undertaking clinical work, requirements for security checks, particular language requirements and particular requirements of work placements.

1.2 Credit and Recognition of Prior Learning

1. Assessment of prior learning is undertaken for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome.

2. Credit through recognition of prior learning is granted only if:
   a. students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and
   b. the integrity of the course of study and the qualification are maintained.

1.3 Orientation and Progression

1. Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.

2. Specific strategies support transition, including:
   a. assessing the needs and preparedness of individual students and cohorts
   b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
   c. providing access to informed advice and timely referral to academic or other support.

3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of
learning outcomes.

4. Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.

5. Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.

6. Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

1.4 Learning Outcomes and Assessment

1. The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.

2. The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:
   a. specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved
   b. generic skills and their application in the context of the field(s) of education or disciplines involved
   c. knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and
   d. skills in independent and critical thinking suitable for life-long learning.

3. Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.

4. On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination.

5. On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including:
   a. a detailed understanding of the specific topic of their research, within a broad understanding of the field of research
   b. capacity to scope, design and conduct research projects independently
   c. technical research skills and competence in the application of research methods, and
   d. skills in analysis, critical evaluation and reporting of research, and in presentation, publication and dissemination of their research.

6. Assessment of major assessable research outputs for higher degrees by research, such as theses, dissertations, exegeses, creative works or other major works arising from a candidate’s research incorporates assessment by at least two assessors with international standing in the field of research, who are independent of the conduct of the research, competent to undertake the assessment and do not have a conflict of interest, and:
   a. for doctoral degrees, are external to the higher education provider, and
   b. for masters degrees by research, at least one of whom is external to the higher education provider.

7. The outputs arising from research training contribute to the development of the field of research, practice or creative field and, in the case of doctoral degrees, demonstrate a
1.5 Qualifications and Certification

1. Qualifications, other than higher doctoral or honorary qualifications, are awarded only if a course of study leads to the award of that qualification and all of the requirements of the course of study have been fulfilled.

2. Higher doctoral qualifications require significant, sustained original contributions to a field of research over and above the requirements of a doctoral degree and are awarded in accordance with the higher education provider’s specific policies and academic governance requirements for the award of Higher Doctoral Degrees.

3. When an Australian Higher Education Qualification is offered, the course of study leading to the qualification is either self-accredited under authority to self-accredit or accredited by TEQSA and the learning outcomes for the qualification are consistent with the level classification for that qualification in the Australian Qualifications Framework.

4. Awardees of qualifications are issued with authorised certification documentation including a testamur, and either a record of results or an Australian Higher Education Graduation Statement (graduation statement) that state correctly:
   a. the name of the registered higher education provider issuing the documentation
   b. the full name of the person to whom the documentation applies
   c. the date of issue
   d. the name and office of the person authorised by the higher education provider to issue the documentation, and
   e. if the qualification is recognised in the Australian Qualifications Framework, the testamur and/or the graduation statement is certified with either the logo of the Australian Qualifications Framework or the words, ‘This qualification is recognised within the Australian Qualifications Framework’.

5. All certification documentation issued by the higher education provider is:
   a. unambiguously issued by the registered higher education provider
   b. readily distinguishable from other certification documents issued by the higher education provider
   c. protected against fraudulent issue
   d. traceable and authenticable
   e. designed to prevent unauthorised reproduction, and
   f. replaceable by the higher education provider through an authorised and verifiable process.

6. Testamurs state correctly, in addition to the requirements for all certification documentation:
   a. the full title of the qualification awarded, including the field or discipline of study
   b. any subsidiary component of the qualification (such as integrated honours, an area of specialisation or a major study), and
   c. if any parts of the course of study or assessment leading to the qualification were conducted in a language other than English, except for the use of another language to develop proficiency in that language.

7. Records of results state correctly, in addition to the requirements for all certification documentation:
   a. the full name of all courses and units of study undertaken and when they were undertaken and completed
b. credit granted through recognition of prior learning

c. the weighting of units within courses of study

d. the grades and/or marks awarded for each unit of study undertaken and, if applicable, for the course overall

e. where grades are issued, an explanation of the grading system used

f. where a course of study includes a significant particular focus of study such as honours, an area of specialisation or a major study, a definition of that component of significant focus, and

g. any parts of a course or units of study or assessment that were conducted in a language other than English, except for the use of another language to develop proficiency in that language.

8. Graduation statements contain, in relation to a particular course of study and the qualification awarded, the information contained in a record of results, presented in a form that conforms with the requirements for an Australian Higher Education Graduation Statement.

9. Qualifications that do not align with a qualification that is recognised in the Australian Qualifications Framework are not described using the nomenclature of the Australian Qualifications Framework or implied to be a qualification recognised in the Australian Qualifications Framework or an equivalent qualification.

10. Students who complete one or more units of study that do not lead to the award of a qualification have access to an authorised record of results for the units undertaken.

11. Any documentation issued with the award of an honorary qualification unambiguously identifies the qualification as an honorary qualification.

2 Learning Environment

2.1 Facilities and Infrastructure

1. Facilities, including facilities where external placements are undertaken, are fit for their educational and research purposes and accommodate the numbers and educational and research activities of the students and staff who use them.

2. Secure access to electronic information and adequate electronic communication services is available continuously (allowing for reasonable outages for maintenance) to students and staff during periods of authorised access, except for locations and circumstances that are not under the direct control of the provider.

3. The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.

2.2 Diversity and Equity

1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students’ backgrounds.

2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.

3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.
2.3 Wellbeing and Safety

1. All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.

2. Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services.

3. The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.

4. A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online.

5. There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow up required.

2.4 Student Grievances and Complaints

1. Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.

2. There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.

3. Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.

4. Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.

5. If a formal complaint or appeal is upheld, any action required is initiated promptly.

3 Teaching

3.1 Course Design

1. The design for each course of study is specified and the specification includes:
   a. the qualification(s) to be awarded on completion
   b. structure, duration and modes of delivery
   c. the units of study (or equivalent) that comprise the course of study
   d. entry requirements and pathways
   e. expected learning outcomes, methods of assessment and indicative student workload
   f. compulsory requirements for completion
   g. exit pathways, articulation arrangements, pathways to further learning, and
   h. for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related
study in the course.

2. The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:
   a. current knowledge and scholarship in relevant academic disciplines
   b. study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
   c. emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.

3. Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.

4. Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.

5. Where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.

### 3.2 Staffing

1. The staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course.

2. The academic staffing profile for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.

3. Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:
   a. knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice
   b. skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and
   c. a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.

4. Teachers who teach specialised components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.

5. Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.

### 3.3 Learning Resources and Educational Support

1. The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.

2. Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.
3. Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.

4. Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

4 Research and Research Training

4.1 Research

1. Research and its associated activities are conducted in accordance with a research policy framework that is designed to achieve:
   a. ethical conduct of research and responsible research practice
   b. clarification of ownership and management of intellectual property
   c. successful management of research partnerships
   d. clarification of requirements for publication and authorship, and
   e. resolution of allegations of misconduct in research.

2. Research is conducted, or overseen, by staff with qualifications, research experience and skills relevant to the type of research undertaken and their role.

3. A system for accurate and up-to-date recording of the research outputs of staff and research students is maintained.

4.2 Research Training

1. Research training is guided by an institutional research training policy framework that is designed to achieve:
   a. definition and recognition of the rights and responsibilities of research students and supervisors
   b. induction and orientation of research students and supervisors to their roles
   c. monitoring of the progress of research students
   d. assessment and examination of students’ work
   e. independence of examiners
   f. presentation and communication of research outputs by students, and
   g. resolution of disputes.

2. Students are admitted to research training only where the training can be provided in a supervisory and study environment of research activity or other creative endeavour, inquiry and scholarship, and the supervision and resources required for their project are available.

3. Each research student is supported by continuing supervisory arrangements, including:
   a. a principal supervisor who holds a doctoral degree, or has equivalent research experience, and who is active in research and publishing in, or otherwise making original contributions to, a relevant field or discipline
   b. at least one associate supervisor with relevant research expertise, and
   c. the principal supervisor is a member of the staff of the higher education provider, or has a relevant adjunct appointment, or is otherwise formally contracted and accountable to the provider for supervisory duties.
4. Research students participate in an induction to research that includes codes of conduct, ethics, occupational health and safety, intellectual property and any additional matters that are necessary for the type of research to be undertaken.

5. Coursework that is included as a formal assessable requirement in a course of study that involves research training, whether as a component of or an adjunct to the research training, meets the academic governance and quality assurance requirements required of other coursework offered by the higher education provider.

5 Institutional Quality Assurance

5.1 Course Approval and Accreditation

1. There are processes for internal approval of the delivery of a course of study, or, where a provider has authority to self-accredit, internal accreditation, of all courses of study leading to a higher education qualification.

2. Course approval and self-accreditation processes are overseen by peak institutional academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.

3. A course of study is approved or accredited, or re-approved or re-accredited, only when:
   a. the course of study meets, and continues to meet, the applicable Standards of the *Higher Education Standards Framework*
   b. the decision to (re-)approve or (re-)accredit a course of study is informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course of study independently of the staff directly involved in those aspects of the course, and
   c. the resources required to deliver the course as approved or accredited will be available when needed.

5.2 Academic and Research Integrity

1. There are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities, and institutional policies and procedures address misconduct and allegations of misconduct.

2. Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.

3. Students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.

4. Academic and research integrity and accountability for academic and research integrity are maintained in arrangements with any other party involved in the provision of higher education, including placements, collaborative research, research training and joint award of qualifications.

5.3 Monitoring, Review and Improvement

1. All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities.

2. A comprehensive review includes the design and content of each course of study, the
expected learning outcomes, the methods for assessment of those outcomes, the extent of students’ achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study.

3. Comprehensive reviews of courses of study are informed and supported by regular interim monitoring, of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study.

4. Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:
   a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and
   b. the assessment methods and grading of students’ achievement of learning outcomes for selected units of study within courses of study.

5. All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.

6. All teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities.

7. The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

5.4 Delivery with Other Parties

1. Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.

2. When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.

6 Governance and Accountability

6.1 Corporate Governance

1. There is a formally constituted governing body, which includes independent members, that exercises competent governance oversight of and is accountable for all of the higher education provider’s operations in or from Australia, including accountability for the award of higher education qualifications, for continuing to meet the requirements of the Higher Education Standards Framework and for the provider’s representation of itself.

2. Members of the governing body:
   a. are fit and proper persons, and
   b. meet the Australian residency requirements, if any, of the instrument under which the provider is established or incorporated, or otherwise there are at least two members of the governing body who are ordinarily resident in Australia.
3. The governing body attends to governance functions and processes diligently and effectively, including:

a. obtaining and using such information and advice, including independent advice and academic advice, as is necessary for informed and competent decision making and direction setting

b. defining roles and delegating authority as is necessary for effective governance, policy development and management; and monitoring the implementation of those delegations

c. confirming that the provision of higher education and research training and the conduct of research, whether by the provider or through an arrangement with another party, are governed by the registered provider’s institutional policies, and the operations of the provider and any associated party(ies) are consistent with those policies

d. undertaking periodic (at least every seven years) independent reviews of the effectiveness of the governing body and academic governance processes and ensuring that the findings of such reviews are considered by a competent body or officer(s) and that agreed actions are implemented, and

e. maintaining a true record of the business of the governing body.

4. The governing body takes steps to develop and maintain an institutional environment in which freedom of intellectual inquiry is upheld and protected, students and staff are treated equitably, the wellbeing of students and staff is fostered, informed decision making by students is supported and students have opportunities to participate in the deliberative and decision making processes of the higher education provider.

6.2 Corporate Monitoring and Accountability

1. The provider is able to demonstrate, and the corporate governing body assures itself, that the provider is operating effectively and sustainably, including:

a. the governing body and the entity comply with the requirements of the legislation under which the provider is established, recognised or incorporated, any other legislative requirements and the entity’s constitution or equivalent

b. the provider’s future directions in higher education have been determined, realistic performance targets have been established, progress against targets is monitored and action is taken to correct underperformance

c. the provider is financially viable and applies, and has the capacity to continue to apply, sufficient financial and other resources to maintain the viability of the entity and its business model, to meet and continue to meet the requirements of the Higher Education Standards Framework, to achieve the provider’s higher education objectives and performance targets and to sustain the quality of higher education that is offered

d. the financial position, financial performance and cash flows of the entity are monitored regularly and understood, financial reporting is materially accurate, financial management meets Australian accounting standards, effective financial safeguards and controls are operating and financial statements are audited independently by a qualified auditor against Australian accounting and auditing standards

e. risks to higher education operations have been identified and material risks are being managed and mitigated effectively

f. mechanisms for competent academic governance and leadership of higher education provision and other academic activities have been implemented and these are operating according to an institutional academic governance policy framework and are effective in maintaining the quality of higher education offered
6.3 Academic Governance

1. Processes and structures are established and responsibilities are assigned that collectively:
   a. achieve effective academic oversight of the quality of teaching, learning, research and research training
   b. set and monitor institutional benchmarks for academic quality and outcomes
   c. establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and
   d. provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices.

2. Academic oversight ensures the quality of teaching, learning, research and research training effectively, including by:
   a. developing, monitoring and reviewing academic policies and their effectiveness
   b. confirming that delegations of academic authority are implemented
   c. critically scrutinising, approving and, if authority to self-accredit is held, accrediting or advising on approving and accrediting, courses of study and their associated qualifications
   d. maintaining oversight of academic and research integrity, including monitoring of potential risks
   e. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes
   f. critically evaluating the quality and effectiveness of educational innovations or proposals for innovations
   g. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and
   h. monitoring and reporting to the corporate governing body on the quality of teaching, learning, research and research training.

3. Students have opportunities to participate in academic governance.
7 Representation, Information and Information Management

7.1 Representation

1. Representation of the higher education provider, its educational offerings and charges, whether directly or through agents or other parties, is accurate and not misleading.

2. Courses or units of study that are offered or intended to be offered are not described as accredited, whether by TEQSA or by a professional accreditation body for the purposes of registration to practise, until such accreditation has been obtained.

3. Where units of study are offered separately from a course of study and are represented as eligible for gaining credit towards a course of study or a qualification:
   a. the course(s) of study and qualification(s) for which credit may be gained are specified, and
   b. the terms on which credit may be granted are defined.

4. Agents and other parties that are involved in representing the higher education provider are bound by formal contracts with the provider, their performance is monitored and prompt corrective action is taken in the event or likelihood of misrepresentation or unethical conduct.

5. Representations, whether expressed or implied, about the outcomes associated with undertaking a course of study, eligibility for acceptance into another course of study, employment outcomes or possible migration outcomes are not false or misleading.

7.2 Information for Prospective and Current Students

1. Accurate, relevant and timely information for students is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences.

2. Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes:
   a. information to assist in decisions about courses or units of study, including the course design, prerequisites, assumed knowledge, when and where courses/units are offered, application dates, arrangements for recognition of prior learning, standing credit transfer arrangements, pathways to employment and eligibility for registration to practise where applicable
   b. information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies
   c. information to outline the obligations of students and their liabilities to the higher education provider including expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international students, disciplinary procedures, misconduct and grounds for suspension or exclusion
   d. information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment
e. information to facilitate access to services and support including the types of services available such as educational resources including English language support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable

f. information to assist in resolution of grievances, including an explanation of processes for resolution of grievances and complaints and internal and external appeals processes, guidance on how to participate in the processes and sources of assistance including advocacy, and

g. information to assist international students studying in Australia if applicable, including indicative costs of living and studying in Australia, accommodation options, arrangements for health care and, where applicable, schooling obligations related to school-aged dependants (including the possibility that school fees may be incurred).

3. There are policies and processes that ensure information and advice given to international students holding or applying for an Australian student visa and decisions taken in relation to such students meet statutory requirements.

4. Students are given reasonable notice of changes to a higher education provider’s operations including information about increases in fees and associated costs and any consequences that may affect their choice of, or ability to participate in, an intended course(s) of study.

7.3 Information Management

1. There is a repository of publicly-available current information about the higher education provider’s operations that includes:
   a. the registered name of the higher education provider, trading name(s) if different, regulatory status and authority to provide courses of study to international students studying on an Australian student visa
   b. the instrument establishing the entity
   c. the members of the governing body and senior executive
   d. the financial standing of the provider
   e. indicative total student enrolments
   f. a high-level organisational chart that includes the organisational units that deliver courses of study, such as schools or faculties
   g. the locations at which higher education is offered, including overseas if applicable
   h. an overview of teaching campuses, facilities, learning resources and services provided for students
   i. a list of all higher education courses of study that are offered, including indicative estimated annual enrolments
   j. arrangements with other parties to deliver courses of study or to conduct research training
   k. where public annual reports are required of the provider, the three most recent annual reports
   l. how to lodge a complaint about the higher education provider, and
   m. contact details.

2. The list of all higher education courses of study within the repository of information includes:
   a. the accreditation status of each course of study
b. the qualification(s) offered

c. whether the qualification is recognised in the Australian Qualifications Framework

d. confirmation of recognition of each course of study by the relevant professional body(ies) if such recognition is required for registration of graduates to practise

e. whether each course of study is authorised to be offered to international students studying on an Australian student visa, and

f. the duration of each course of study

3. Information systems and records are maintained, securely and confidentially as necessary to:

a. maintain accurate and up-to-date records of enrolments, progression, completions and award of qualifications

b. prevent unauthorised or fraudulent access to private or sensitive information, including information where unauthorised access may compromise academic or research integrity

c. document and record responses to formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents, and

d. demonstrate compliance with the Higher Education Standards Framework.
PART B: Criteria for Higher Education Providers

B1: Criteria for Classification of Higher Education Provider Categories

All providers of higher education that gain registration by TEQSA through meeting the Higher Education Standards Framework become ‘Higher Education Providers’. This title signals to the public that the provider is a bona fide provider of quality higher education in Australia.

Higher education providers are able to seek approval within a particular provider category under subsection 18(1) of the Tertiary Education Quality and Standards Agency Act 2011. There are several provider categories that use the word ‘university’:

- Australian University
- Australian University College
- Australian University of Specialisation
- Overseas University
- Overseas University of Specialisation.

A higher education provider must meet the additional criteria for use of a provider category that uses the word ‘university’.

B1.1 “Higher Education Provider” Category

The higher education provider offers an Australian higher education qualification and/or an overseas higher education qualification

1. The higher education provider meets the Higher Education Standards Framework and offers at least one accredited course of study.

2. The higher education provider has a clearly articulated higher education purpose that includes a commitment to and support for free intellectual inquiry in its academic endeavours.

3. The higher education provider delivers teaching and learning that engage with advanced knowledge and inquiry.

4. The higher education provider’s academic staff are active in scholarship that informs their teaching, and are active in research when engaged in research student supervision.

B1.2 “Australian University” Category

The higher education provider offers an Australian higher education qualification

1. The higher education provider self-accredits and delivers undergraduate and postgraduate courses of study that meet the Higher Education Standards Framework across a range of broad fields of study (including Masters Degrees (Research) and Doctoral Degrees (Research) in at least three of the broad fields of study it offers).

2. The higher education provider has been authorised for at least the last five years to self-accredit at least 85% of its total courses of study, including Masters Degrees (Research) and Doctoral Degrees (Research) in at least three of the broad fields of study.

3. The higher education provider undertakes research that leads to the creation of new knowledge and original creative endeavour at least in those broad fields of study in which Masters Degrees (Research) and Doctoral Degrees (Research) are offered.
4. The higher education provider demonstrates the commitment of teachers, researchers, course designers and assessors to the systematic advancement and dissemination of knowledge.

5. The higher education provider demonstrates sustained scholarship that informs teaching and learning in all fields in which courses of study are offered.

6. The higher education provider identifies and implements good practices in student teaching and learning, including those that have the potential for wider dissemination nationally.

7. The higher education provider offers an extensive range of student services, including student academic and learning support, and extensive resources for student learning in all disciplines offered.

8. The higher education provider demonstrates engagement with its local and regional communities and demonstrates a commitment to social responsibility in its activities.

9. The higher education provider has systematic, mature internal processes for quality assurance and the maintenance of academic standards and academic integrity.

10. The higher education provider’s application for registration has the support of the relevant Commonwealth, State or Territory government.

B1.3 “Australian University College” Category

The higher education provider offers an Australian higher education qualification

1. The higher education provider has realistic and achievable plans to meet all the criteria for an “Australian University” Category within five years of its approval to use the title “Australian University College”.

2. The higher education provider self-accredits and delivers undergraduate and postgraduate courses of study that meet the Higher Education Standards Framework across a range of broad fields of study (including Masters Degrees (Coursework) in at least three broad fields of study and Masters Degrees (Research) and Doctoral Degrees (Research) in at least one of the broad fields of study it offers).

3. The higher education provider undertakes research that leads to the creation of new knowledge and original creative endeavour at least in those broad fields of study in which Masters Degrees (Research) and Doctoral Degrees (Research) are offered.

4. The higher education provider demonstrates the commitment of teachers, researchers, course designers and assessors to the systematic advancement and dissemination of knowledge.

5. The higher education provider demonstrates sustained scholarship that informs teaching and learning in all fields in which courses of study are offered.

6. The higher education provider identifies and implements good practices in student teaching and learning, including those that have the potential for wider dissemination nationally.

7. The higher education provider offers an extensive range of student services, including student academic and learning support, and extensive resources for student learning in all disciplines offered.

8. The higher education provider demonstrates engagement with its local and regional communities and demonstrates a commitment to social responsibility in its activities.

9. The higher education provider has systematic, well developed internal processes for quality assurance and the maintenance of academic standards and academic integrity.

10. The higher education provider’s application for registration has the support of the relevant Commonwealth, State or Territory government.
B1.4  “Australian University of Specialisation” Category

The higher education provider offers an Australian higher education qualification

1. The higher education provider self-accredits and delivers undergraduate and postgraduate courses of study that meet the Higher Education Standards Framework in one or two broad fields of study only (including Masters Degrees (Research) and Doctoral Degrees (Research) in these one or two broad fields of study it offers).

2. The higher education provider has been authorised for at least the last five years to self-accredit at least 85% of its total courses of study in one or two broad fields of study only, including Masters Degrees (Research) and Doctoral Degrees (Research) in these broad field/s of study.

3. The higher education provider undertakes research that leads to the creation of new knowledge and original creative endeavour at least in those broad fields of study in which Masters Degrees (Research) and Doctoral Degrees (Research) are offered.

4. The higher education provider demonstrates the commitment of teachers, researchers, course designers and assessors to the systematic advancement of knowledge.

5. The higher education provider demonstrates sustained scholarship that informs teaching and learning in all fields in which courses of study are offered.

6. The higher education provider identifies and implements good practices in student teaching and learning, including those that have the potential for wider dissemination nationally.

7. The higher education provider offers an extensive range of student services, including student academic and learning support, and extensive resources for student learning in all disciplines offered.

8. The higher education provider demonstrates engagement with its local and regional communities and demonstrates a commitment to social responsibility in its activities.

9. The higher education provider has systematic, mature internal processes for quality assurance and the maintenance of academic standards and academic integrity.

10. The higher education provider’s application for registration has the support of the relevant Commonwealth, State or Territory government.

B1.5  “Overseas University” Category

The higher education provider offers an overseas higher education qualification

1. The higher education provider is recognised as a university by its home country registration or accreditation authority or equivalent governmental authority, the standing and standards of which are acceptable to TEQSA.

AND

2. The higher education provider meets criteria equivalent to those for the “Australian University” Category.
B1.6 “Overseas University of Specialisation” Category

The higher education provider offers an overseas higher education qualification

1. The higher education provider is recognised as a university by its home country registration or accreditation authority or equivalent governmental authority, the standing and standards of which are acceptable to TEQSA.

AND

2. The higher education provider meets criteria equivalent to those for the “Australian University of Specialisation” Category.

B2: Criteria for Seeking Authority for Self-Accreditation of Courses of Study

Providers with Authority to Self-Accredit some or all Courses of Study

Registration of a higher education provider in certain categories of provider may confer self-accrediting authority on the provider. A higher education provider that is registered in the ‘Australian University’ provider category and meets the requirements under Section 45(1) of the TEQSA Act 2011 is authorised under the TEQSA Act 2011 to self-accredit each course of study that leads to a higher education qualification that it offers or confers. TEQSA will authorise a higher education provider that is registered in the ‘Australian University College’ provider category to self-accredit all of its courses of study. A higher education provider that is registered in the ‘Australian University of Specialisation’ provider category self-accredits some of its courses of study and TEQSA may authorise the provider to self-accredit all of the courses of study it offers, in its one or two broad fields of education only.

Types of Self-Accrediting Authority that may be Sought

1. A higher education provider that is registered in the ‘Higher Education Provider’, ‘Overseas University’ or ‘Overseas University of Specialisation’ provider category, or any other registered provider that proposes to extend the scope of its self-accrediting authority, may seek authorisation from TEQSA to self-accredit:

   a. one or more existing courses of study
   b. one or more existing courses of study and new course(s) of study at the same qualification level in the same narrow or broad field of education
   c. one or more existing courses of study and new course(s) of study at the same qualification level in nominated new narrow or broad field(s) of education
   d. one or more existing courses of study and new courses of study at one or more new qualification levels in the same narrow or broad field of education
   e. one or more existing courses of study and new courses of study at one or more qualification levels in nominated new narrow or broad fields of education, or
   f. all higher education courses of study that it offers, or may offer, irrespective of level of qualification or field of education.
Providers Seeking Authority from TEQSA to Self-Accredit Nominated Courses of Study

2. A provider that is seeking authorisation to self-accredit a nominated course(s) of study as specified in 1a – 1e above is able to demonstrate:

   a. sustained and sustainable achievement of all of the Standards for Higher Education (Part A) that apply to the provider, including for course approval processes in particular and any delivery arrangements with other parties

   b. there are no unresolved compliance matters with TEQSA, or conditions outstanding from the most recent registration and course accreditations by TEQSA or a recognised registration or accreditation authority, and there is no history of significant continuing compliance problems in any other assessments, audits or reviews of its higher education operations conducted by TEQSA, professional bodies or government agencies

   c. a history over at least five years of successful delivery of the course(s) of study for which self-accrediting authority is sought, which is supported by evidence of student success based on analysis of trend data including completion rates and times, attrition rates and grades awarded that are referenced against credible national or international comparators and encompass at least three cohorts of graduates from each course of study

   d. where a cycle of review and improvement is required by the Standards for Higher Education (Part A) in relation to courses of study and their oversight (see Table 3), the provider has, in relation to all course(s) of study proposed for self-accreditation:

      i. completed at least one cycle of review and improvement in relation to all relevant standards

      ii. demonstrated successful implementation of evidence-based improvements arising from the reviews, and

      iii. has established these review and improvement activities as effective sustainable features of the provider’s operations across all courses of study.

Table 3 – Standards Referring to Review and Improvement Activities

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Providers Seeking Authority from TEQSA to Self-Accredit All Courses of Study

3. Where a provider is seeking self-accrediting authority under Criterion 1f for all courses of study that it offers, or may offer, in addition to meeting Criteria 2a – 2d, the provider is able to demonstrate the necessary capacity and capability to provide new courses leading to any level of higher education qualification in any field of education, including:

   a. processes for the design, delivery, accreditation, monitoring, quality assurance, review and improvement of existing courses of study that are transferrable to any new courses of study and any new level of qualification offered

   b. capability in planning and establishment of new courses of study in new broad fields of education

   c. capacity for competent academic governance, oversight and scrutiny of the accreditation of new courses in new broad fields of education

   d. sufficient breadth and depth of academic leadership, scholarship and expertise in relevant disciplines to guide entry into and sustain new levels and broad fields of higher education, and

   e. where professional accreditation is applicable to otherwise self-accredited courses, professional accreditation can reasonably be expected to be obtained and maintained.
EXPLANATORY STATEMENT

Tertiary Education Quality and Standards Agency Act 2011

Higher Education Standards Framework (Threshold Standards) 2015

Issued by the authority of the Minister for Education and Training.

Subject: Tertiary Education Quality and Standards Agency Act 2011
Making the second Higher Education Standards

Authority

Subsection 58(1) of the Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) provides that the Minister may, by legislative instrument, make standards that, together with the Research Standards (made under subsection 58(2)), comprise the Higher Education Standards Framework.

Subsection 58(3) of the TEQSA Act requires that the Minister must not make a standard unless:

- a draft of the standard has been developed by the Higher Education Standards Panel (the Panel) established under Part 9 of the TEQSA Act,
- the Minister has consulted with each of the following about the draft:
  - the Council consisting of the Ministers for the Commonwealth and each State and Territory responsible for higher education (known currently as the COAG Education Council)
  - the Research Minister (the minister responsible for the Australian Research Council Act 2001), and
  - TEQSA, and
- the Minister has had regard to the draft developed by the Panel, and any advice or recommendations received from the Panel or those other parties.

The Threshold Standards are a subset of the Higher Education Standards Framework specified under subsection 58(1) of the TEQSA Act. The following Threshold Standards are made, respectively, under paragraphs 58(1)(a) to (d), inclusive:

- the Provider Registration Standards
- the Provider Category Standards
- the Provider Course Accreditation Standards, and
- the Qualification Standards.

For the purposes of defining the Threshold Standards, individual standards statements in the revised framework are ‘mapped’ to the relevant Threshold Standard in section 58 by means of Table 1 at Item 3 of the legislative instrument.

Purpose and Operation

The purpose of the legislative instrument is for the Minister to make a revised Higher Education Standards Framework (the Standards). By this legislative instrument the Minister makes the Standards under subsections 58(1)(a) to (d) inclusive of the TEQSA Act that set the requirements a higher education provider must meet – and continue to meet – in order to be registered by the Tertiary Education Quality and Standards Agency (TEQSA) to operate in Australia. They provide the basis for the regulation of registered higher education providers by TEQSA. The Standards ensure that the barrier to entry into the higher education sector is set sufficiently high to underpin and protect the quality and reputation of the sector as a whole. They also establish a baseline for operational quality and integrity from which all providers can continue to build excellence and diversity.

The Standards also serve other broader purposes in Australian higher education including:

- an articulation of the expectations for provision of higher education in Australia as:
  - a guide to the quality of educational experiences that students should expect
  - a reference for international comparisons of the provision of higher education
  - a reference for other interested parties, and

- a model framework which higher education providers can themselves apply for the internal monitoring, quality assurance and quality improvement of their higher education activities.

Role of the Higher Education Standards Framework for Students

Protection of the quality of the educational experience of students is of prime importance among the objects of the TEQSA Act and is central to the Standards. The Standards inform students and other interested parties of the expectations on higher education providers regarding the delivery of higher education in or from Australia. The Standards also enable and support prospective and enrolled students to make informed choices through specific requirements for the provision of comprehensive, timely, accurate and publicly-available information about a higher education provider’s offerings and operations.

Consultation and Development of Revised Standards by the Higher Education Standards Panel

The Panel was established at the end of 2011 and began to review the initial higher education standards in early 2012, as required by the Tertiary Education Quality and Standards Agency (Consequential Amendments and Transitional Provisions) Act 2011 (section 29).

In reviewing the initial standards, the Panel consulted widely over almost three years – a transparent, iterative consultation process with the higher education sector and other stakeholders, including state and territory governments and the Commonwealth Department of Education and Training. This included over 100 meetings with and presentations to interested higher education providers and other stakeholders, 15 Panel Communiques distributed to a mailing list numbering approximately 1200, three formal Calls for Comment that received a total of 230 written submissions and, finally, a public information session on the full proposed revised Standards.

The Panel concluded that while the initial standards cover issues of corporate and academic governance, course accreditation and qualifications, they do not provide adequate assurance of the quality of higher education learning, teaching and research.
The Panel delivered advice on a revised standards framework to the Minister for Education and Training on 19 December 2014. The Panel’s advice included revisions to almost all of the standards statements in the initial standards, along with additional standards on teaching and learning, research and information that had not been made in the initial standards.

The revised standards framework has been developed in accordance with the principles set out in the Australian Government Guide to Regulation. It takes account of the Objects of the TEQSA Act (section 3). It has been designed to facilitate TEQSA’s compliance with the three Basic Principles for Regulation articulated in the TEQSA Act (section 13):

- the principle of regulatory necessity
- the principle of reflecting risk, and
- the principle of proportionate regulation.

The revised framework has been structured to better align with the operational characteristics of a typical higher education provider. This is expected to make the various standards easier to apply for the purposes of providers’ own internal monitoring, reporting and governance activities, as well as for TEQSA’s regulatory processes. For example, some issues that may have been dealt with more than once in the initial framework – e.g. in both the Provider Registration Standards and the Provider Course Accreditation Standards – are covered only once in the revised framework.

As a result, it is expected that TEQSA will more readily be able to use internal reports and information produced during the normal course of providers’ business, or published on provider websites, as evidence when assessing compliance with the Standards. In turn, this will see a reduction, over time, in the red tape burden on higher education providers that is attributable to TEQSA’s administration of the Standards.

As required, the Minister has consulted with the COAG Education Council and with TEQSA about the draft Standards developed by the Panel. All states and territories and TEQSA endorsed the revised framework.

**Commencement**

Item 4 of the legislative instrument specifies that the revised standards framework takes effect from 1 January 2017. All applications for higher education provider registration or reregistration and all applications for course accreditation or reaccreditation lodged on or after this date will be assessed against the revised standards framework.

The application and savings provision at Item 5 notes that TEQSA will continue to assess any registration, reregistration, accreditation or reaccreditation applications made before 1 January 2017 against the requirements of the 2011 legislative instrument until a decision has been made.

**Regulatory impact**

The review of the initial higher education standards undertaken by the Higher Education Standards Panel was certified as having followed a similar process to that required for a Regulation Impact Statement. The change in regulatory burden to business, community organisations and individuals has been quantified using the Australian Government’s Regulatory Burden Measurement framework.

The Office of Best Practice Regulation has agreed that implementation of the *Higher Education Standards Framework (Threshold Standards) 2015* will deliver a net reduction in annual regulatory burden of $2.538 million (OBPR reference 17288).
Structure of the revised *Higher Education Standards Framework*

The standards framework consists of two parts:

**Part A: Standards for Higher Education**

This Part sets out the minimum acceptable requirements for the provision of higher education in or from Australia by higher education providers registered under the TEQSA Act.

The Standards for Higher Education are organised into seven ‘Domains’:

1. Student Participation and Attainment
2. Learning Environment
3. Teaching
4. Research and Research Training
5. Institutional Quality Assurance
6. Governance and Accountability
7. Representation, Information and Information Management

**Part B: Criteria for Higher Education Providers**

B1: Classification of Higher Education Provider Categories
B2: Seeking Authority for Self-Accreditation of Courses of Study

Each ‘Domain’ of the Standards is segmented into ‘sections’ and these sections in turn contain a number of ‘Standards Statements’. These statements are the actual ‘Standards’; the headings of the domains and sections are to assist in navigating the document only.

The first Domain of Part A (Student Participation and Attainment) covers the education-related experiences of students from admission through to attainment of a certified qualification(s) (or part thereof).

- The Standards in this Domain focus primarily on a course of study, but they apply equally to the completion of units of study.

The remainder of the Domains focus on the actions taken by the higher education provider to achieve the educational outcomes expected for students.

- The second Domain (Learning Environment) focuses on the nature and quality of the learning environment provided, whether physical, on or off campus, virtual or blended.
- The Standards for Teaching and for Research and Research Training (Domains 3 and 4) focus on the academic activities of the higher education provider that guide and facilitate learning and, in the case of research and research training, contribute to new knowledge.
- Domains 5 (Institutional Quality Assurance) and 6 (Governance and Accountability) focus on the mechanisms that are established by the higher education provider to assure itself of the quality of the higher education it provides and maintain effective governance of its operations (both academic and corporate governance).
- The final Domain (Representation, Information and Information Management) encompasses the higher education provider’s representation of itself to prospective students and others, the provision of information to prospective and enrolled students to enable informed participation in their educational experience, and the information management systems that support the higher education provider’s higher education operations.
The criteria in Part B are relevant to particular types of higher education providers, including classification as a "university" and providers seeking authority to self-accredit a course(s) of study that they deliver.

The standards framework incorporates the education-related elements of the National Code of Practice for Providers of Education and Training to Overseas Students 2007 (established under the Education Services for Overseas Students Act 2000).

The Standards do not seek to encompass all areas of all providers’ activities, such as a provider’s engagement with its alumni. Nor do the Standards seek to directly address some aspects of the experience of students that are not realistically under the control of the provider, such as long-term career outcomes.

The Panel estimated that around half of the revised Standards are the result of re-writing or editing the existing standards. Around a quarter result from aligning the Standards with the requirements of the National Code of Practice for Providers of Education and Training to Overseas Students. The remainder are new, covering the previously mooted but undefined standards relating to learning, teaching, research and information management.

Definitions

Definitions are provided for the term “Higher Education Qualification” and the two related terms “Australian Higher Education Qualification” and “Overseas Higher Education Qualification”. These draw on the definition of “Higher Education Award” and its derivatives in section 5 of the TEQSA Act. The Standards, however, adopt the ‘qualification’ terminology of the Australian Qualifications Framework. Table 2 is intended to make explicitly clear to the casual reader the types of qualifications encompassed within higher education, which the Standards relate to.

Content of the Standards

Domain 1: Student Participation and Attainment

- **Section 1.1 – Admission** – covers the requirements that must be met by providers when admitting students, information that must be provided to students regarding a particular course of study before they enrol, ensuring admission policies are fairly and consistently applied and that admission arrangements are in writing, including any requirements that are specific to the course.

- **Section 1.2 – Credit and Recognition of Prior Learning** – requires credit transfer (advanced standing) and recognition of prior learning (RPL) to be policy based, to ensure the integrity of courses and qualifications.

- **Section 1.3 – Orientation and Progression** – outlines the requirements for orientation and progression to ensure students are successfully transitioned into institutions and that special needs are met for individual students.

- **Section 1.4 – Learning Outcomes and Assessment** – requires that learning outcomes are specified and assessment is consistent with the requirements of the learning outcomes.

- **Section 1.5 – Qualifications and Certification** – lists the requirements for qualifications and certification which are fundamentally based on the Australian Qualifications Framework (AQF).
Domain 2: Learning Environment

- **Section 2.1 – Facilities and Infrastructure** – identifies the requirements for teaching and learning facilities and infrastructure, including information technology, to ensure facilities are fit for purpose.
- **Section 2.2 – Diversity and Equity** – requires policies and processes to accommodate and promote diversity and equity among student populations, including Aboriginal and Torres Strait Islander students, be in place and actively monitored.
- **Section 2.3 – Wellbeing and Safety** – identifies the need for and imposes requirements in respect of a safe environment and the availability of appropriate support services to promote student wellbeing.
- **Section 2.4 – Student Grievances and Complaints** – lists the requirements for student grievance and complaints in the instance of dissatisfaction with institutional or learning experiences.

Domain 3: Teaching

- **Section 3.1 – Course Design** – identifies course design specifications, learning activities and learning resource requirements, consistent with the level of study; and the need for professional accreditation of courses where this is required in order for graduates to be eligible to practise.
- **Section 3.2 – Staffing** – sets out requirements for the availability, skills and knowledge of teaching staff.
- **Section 3.3 – Learning Resources and Educational Support** – outlines the need for appropriate educational support mechanisms, as well as adequate physical resources and infrastructure that are fit for purpose.

Domain 4: Research and Research Training

- **Section 4.1 – Research** – covers resources, ethics, supervision and admission policies needed for the conduct of research activity.
- **Section 4.2 – Research Training** – specifies the need to appropriately support research students, including through induction and adequate supervision.

Domain 5: Institutional Quality Assurance

- **Section 5.1 – Course Approval and Accreditation** – covers internal mechanisms to assure quality such as policies for course approvals, accreditation and delivery.
- **Section 5.2 – Academic and Research Integrity** – requires that policies are in place to deal with misconduct including cheating, plagiarism, misrepresentation and misuse of intellectual property and that these policies are actively administered to ensure the integrity of academic and research activity.
- **Section 5.3 – Monitoring, Review and Improvement** – requires that the quality of education offerings be continuously monitored and reviewed to maintain and enhance their quality and effectiveness, including a comprehensive review of each course of study at least every seven years.
- **Section 5.4 – Delivery with Other Parties** – identifies that the delivery of education by a third party must be quality assured and that the higher education provider remains accountable for the quality of all education delivered through third parties.
Domain 6: Governance and Accountability

- Section 6.1 – Corporate Governance – requires the entity to have a formally constituted governing body that includes independent members and sets out functions and obligations of the governing body.

- Section 6.2 – Corporate Monitoring and Accountability – requires the provider to demonstrate and the corporate governing body to assure themselves that the provider is operating effectively and sustainably, including in the areas of ongoing financial viability and risk management, having in place credible business plans and a strong compliance regime.

- Section 6.3 – Academic Governance – requires the entity to have processes and structures established and responsibilities assigned in relation to academic oversight to assure the quality of teaching, learning, research and research training.

Domain 7: Representation, Information and Information Management

- Section 7.1 – Representation – obliges a provider to represent itself accurately and in a manner that is not misleading and to assure all agency arrangements through the use of formal contracts.

- Section 7.2 – Information for Prospective and Current Students – sets out the types of information that must be available to prospective and enrolled students to support informed decision-making about the provider’s higher education offerings.

- Section 7.3 – Information Management – specifies a range of information about the higher education provider that must be available to the general public and the need for accurate and up-to-date record keeping.

Part B1: Criteria for Classification of Higher Education Provider Categories

- Part B1 sets out the course offering, research and related characteristics a provider needs in order to be registered by TEQSA under the various provider categories available, namely: Higher Education Provider (the basic classification), Australian University, Australian University College, Australian University of Specialisation, Overseas University and Overseas University of Specialisation.

Part B2: Criteria for Seeking Authority for Self-Accreditation of Courses of Study

- Part B2 identifies the requirements a higher education provider must meet for TEQSA to grant it the authority to self-accredit some or all of its courses of study.

Application of the Standards for Internal Purposes by Higher Education Providers

The Standards are grounded in the core characteristics of the provision of higher education. In consequence, they are intended to be useful to higher education providers as a framework for internal monitoring of the quality of their higher education activities. The Standards encompass the matters that a higher education provider would ordinarily be expected to address in the course of understanding and monitoring its higher education activities and managing any associated risks. Each Standard represents an underlying area of risk(s) to be managed. This may entail a risk to the quality of education delivered, to the experiences of students in relation to a higher education provider, to the quality of learning outcomes on graduation, to the reputation of higher education in Australia or a combination of different types of risks.
From the standpoint of internal use by higher education providers, the Standards focus on aspects of a higher education provider’s operations in different but inter-related ways. Domain 1 (Student Participation and Attainment) focuses primarily on the educational experience for students, while Domains 2-4 (Learning Environment, Teaching, and Research and Research Training) focus on the academic activities of the provider and the environments in which they occur. Together, Domains 1-4 address in specific ways a variety of risks to the quality of higher education and the experiences of students.

Domains 5 (Institutional Quality Assurance) and 6 (Governance and Accountability) are more overarching in nature. They encompass the ways in which a higher education provider would ordinarily maintain oversight of its higher education operations and be able to assure itself, in the normal course of its business, that the requirements of the Standards are being met. Deficiencies identified by a higher education provider in meeting these Standards would be expected to cause deeper examination of the provider’s compliance with the Standards overall, guided by the risks that have been identified.

The principles set out in Domain 7 (Representation, Information and Information Management) underpin a provider’s effective engagement with all of its internal and external stakeholders, including students and the general public.

**Applicability of the Standards to Particular Higher Education Providers or Categories of Higher Education Provider**

Under the TEQSA Act, registered higher education providers are obliged to meet and continue to meet the Threshold Standards. The Standards are applicable, irrespective of the category of provider. The Standards cover all modes of participation and delivery, and all categories of students.

Some elements of Part A will not apply to particular higher education providers. For example, Standards related to delivery arrangements between a registered higher education provider and third parties will not apply where no such arrangements exist. Similarly, the Research Standards are not applicable to higher education providers that do not undertake research. However, if research training is conducted, the Standards in sections 4.1 (research) and 4.2 (research training) both apply.

In accordance with the basic principles for regulation in the TEQSA Act, the revised Standards support TEQSA’s continued use of a risk-based, targeted approach to determining the scope of assessment required. Providers with a sound history of higher education delivery and no significant compliance or risk concerns may benefit from a more limited assessment, requiring less evidence and information to be gathered at the time of application. Newer providers and those with compliance or risk concerns may be required to provide evidence against the full range of Standards.
Statement of Compatibility with Human Rights

Prepared in accordance with Part 3 of the Human Rights (Parliamentary Scrutiny) Act 2011

Higher Education Standards Framework (Threshold Standards) 2015

This Legislative Instrument is compatible with the human rights and freedoms recognised or declared in the international instruments listed in section 3 of the Human Rights (Parliamentary Scrutiny) Act 2011.

Overview of the Legislative Instrument

The Higher Education Standards Framework (Threshold Standards) 2015 (the Standards) sets out the requirements that a higher education provider must meet – and continue to meet – in order to be registered by the Tertiary Education Quality and Standards Agency (TEQSA) to operate in Australia as a provider of higher education.

The Standards are the basis for TEQSA’s regulation of higher education providers in Australia. TEQSA assesses an organisation’s compliance with the Standards when considering:

- an application to be registered as a new higher education provider
- an application from an existing higher education provider to be re-registered, in order to continue in this role (this is required at least every seven years)
- an application to accredit a new higher education course to be delivered by a registered higher education provider that does not have self-accrediting authority
- an application to re-accredit a higher education course that was previously accredited (required at least every seven years).

The Standards are also intended to provide a model framework for higher education providers to use in managing their own internal monitoring, quality assurance and quality improvement of their higher education activities.

The Standards are structured in two parts:

Part A – Standards for Higher Education – sets out the baseline acceptable requirements for the provision of higher education in or from Australia. It is broken into seven domains:

1. Student Participation and Attainment
2. Learning Environment
3. Teaching
4. Research and Research Training
5. Institutional Quality Assurance
6. Governance and Accountability
7. Representation, Information and Information Management

The first domain covers the requirements that must be met by providers when admitting students, information that must be available to students regarding a particular course of study before they enrol, and elements relating to the student experience, academic assessment and graduation.

Domains two, three and four focus on the requirements that a provider must meet in order to achieve the educational outcomes expected for students.

Domains five and six set out the basic requirements that an institution needs to have met to assure itself of the quality of its education and to maintain financial viability and
effective governance of its operations.

The final domain addresses how a provider represents itself to prospective students, and the provision of information to prospective and enrolled students.

Part B – Criteria for Higher Education Providers – describes the different higher education provider categories, including requirements that must be met for a provider to use the word ‘university’ in its title, or self-accredit a course or courses that it offers.

Human Rights Implications

This legislative instrument engages the following human rights:

- the right to education under Article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR)
- the right to freedom from discrimination under Article 2(2) of the ICESCR and Article 26 of the International Covenant on Civil and Political Rights (ICCPR)
- the right to just and favourable conditions of work under Article 7 of the ICESCR
- the right to privacy under Article 17 of the ICCPR, and
- the rights of persons with disabilities under Articles 24 and 9 of the Convention on the Rights of Persons with Disabilities (CRPD).

Right to Education

The legislative instrument engages the right to education, which is set out in Article 13 of the ICESCR. This right recognises the important personal, societal, economic and intellectual benefits of education. It requires education be available, safe, and appropriately resourced, dependent on the needs of the child. Article 13 specifically identifies that higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means.

Overall, the Standards will help to ensure the highest standards of quality will continue to be upheld in the provision of higher education in Australia. They will enable more efficient and targeted activity by TEQSA which will ensure that higher education institutions have more time and resources to devote to doing what they do best – delivering the highest quality teaching, learning and research. This will benefit both Australian and international students, as well as the broader Australian community and economy.

Right to freedom from discrimination

The legislative instrument engages the right to freedom from discrimination, set out in Article 2(2) of the ICESCR and Article 26 of the ICCPR. Sections 1.1 (Admission) and 2.2 (Diversity and Equity) ensure that students from all backgrounds are admitted using policies that are fairly applied, with the academic preparation they need to participate in their intended study, with student diversity accommodated, including the under-representation and/or disadvantage experienced by identified groups. Specific consideration is given to the needs of Aboriginal and Torres Strait Islander people in recruitment, admission, participation, and completion.

The legislative instrument promotes the right to freedom from discrimination. Students from low socioeconomic status families, students with disability and Aboriginal and Torres Strait Islander students are historically underrepresented in higher education and can face additional challenges in undertaking and completing courses as a result of disadvantage. Ensuring they have ready access to the range of additional supports either available or able to be funded through government and institutional equity programmes will help to reduce any additional barriers to achievement for students facing disadvantage. To the extent that the instrument permits differential treatment, through addressing the under-representation and/or
disadvantage experience by identified groups in section 2.2, this differential treatment is legitimate.

**Right to just and favourable conditions of work**

The legislative instrument also engages the right to just and favourable conditions of work contained in article 7 of the ICESCR, including rights to safe and healthy working conditions and equal opportunity for advancement.

The legislative instrument promotes the right to just and favourable conditions of work by requiring higher education providers to offer learning and research environments that are safe, ethical and promote student wellbeing; and that corporate and academic governance structures and policies ensure the academic and operational integrity of its activities. The Standards require that facilities – including facilities where external placements are undertaken – are fit for their educational and research purposes and accommodate the numbers of students and staff that use them, as well as their educational and research activities. These are issues and protections that impact not just students undertaking learning and research training but also the teachers, research supervisors and other institutional staff that support the learning process. In addition, section 4.2 (Research Training) requires research students to undertake specific training on occupational health and safety as part of their induction, promoting the right to safe and healthy working conditions.

Teachers and supervisors must have opportunities to review feedback on their teaching and research supervision and be supported in enhancing these activities. A higher education provider’s governing body must develop and maintain an institutional environment in which freedom of intellectual inquiry is upheld and protected, where students and staff are treated equitably, and the wellbeing of students and staff is fostered. Taken together, these requirements promote a work and study environment that welcomes inquiry, is respectful of difference and promotes equal opportunity for advancement in learning and work.

**Right to privacy**

The legislative instrument engages the right to privacy. Article 17 of the ICCPR prohibits unlawful or arbitrary interferences with a person's privacy, family, home and correspondence. Collecting, using, storing, disclosing or publishing personal information amounts to an interference with privacy. Institutions must necessarily collect information about their students for a range of reasons – e.g. to manage admission (section 1.1), monitor progress (section 1.3 – Orientation and Progression), academic assessment (section 1.4 – Learning Outcomes and Assessment), monitor identified student subgroups to inform admission policies and improvement of teaching and support strategies (section 2.2) and to monitor the higher education provider’s own performance (section 5.3 – Monitoring, Review and Improvement). Higher education providers will also come into possession of a wide range of additional information through their delivery and assessment of higher education and research training.

The legislative instrument promotes the right to privacy through the protection of personal and sensitive information. Section 7.3 (Information Management) requires providers to manage their information systems securely and confidentially as needed, in order to maintain accurate records and prevent unauthorised access to private or sensitive information. This includes information where unauthorised access may compromise academic or research integrity.

**Rights of persons with disabilities**

The legislative instrument engages the rights of people with disabilities to education and to access, on an equal basis with others, to the physical environment, transportation, information and communications under Articles 24 and 9 of the CRPD. States parties to the CRPD commit
to ensuring reasonable accommodation of individuals’ requirements is provided and that effective individualised support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

The legislative instrument promotes the rights of people with disabilities by ensuring that higher education providers ensure their policies and operations take account of the specific needs of people with disability from a range of perspectives, including the academic and physical environments and student support needs. Sections 2.2 and 2.3 (Wellbeing and Safety) require higher education providers to ensure their policies and approaches to teaching and learning accommodate student diversity and that the nature and extent of support services available for students are informed by the needs of student cohorts, including mental health and disability. These requirements, along with existing requirements for education providers to comply with the Disability Standards for Education under the Disability Discrimination Act 1992, will help ensure higher education providers will adequately support students with disability to develop their knowledge, skills and talents to their own benefit and the benefit of the wider Australian community and economy on an equal basis with other students.

Conclusion

The Legislative Instrument is compatible with human rights because it advances the protection of human rights in the delivery of higher education in Australia. To the extent that it may limit human rights, these limitations are reasonable, necessary, and proportionate.

SIMON BIRMINGHAM, Minister for Education and Training
14.1 Report on promotion of academic staff to Level B

Sixteen (16) applications for promotion to Level B were received in 2015. The recommendations for promotion to Level B made by each Local Promotions Committee were forwarded to the Provost and Deputy Vice-Chancellor for approval. The Provost and Deputy Vice-Chancellor approved thirteen recommendations to Level B. In addition to the thirteen recommendations a further one applicant who applied 2 levels (A-C) was recommended for promotion one level (B). In total fourteen (14) applications for promotion to Level B were approved effective 1 January 2016.

<table>
<thead>
<tr>
<th>Title</th>
<th>Given</th>
<th>Surname</th>
<th>Faculty</th>
<th>Stream applied &amp; Recommended</th>
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<tr>
<td>Dr</td>
<td>Alexandra</td>
<td>McCormick</td>
<td>Faculty of Education &amp; Social Work</td>
<td>Teaching and Research</td>
</tr>
<tr>
<td>Ms</td>
<td>Catherine</td>
<td>Smyth</td>
<td>Faculty of Education &amp; Social Work</td>
<td>Education focused</td>
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<tr>
<td>Dr</td>
<td>Benjamin</td>
<td>Hachey</td>
<td>Faculty of Engineering &amp; Information Technologies</td>
<td>Research focused</td>
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<td>Dr</td>
<td>Robyn</td>
<td>Lowe</td>
<td>Faculty of Health Sciences</td>
<td>Research focused</td>
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<tr>
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<td>Stephen</td>
<td>Carter</td>
<td>Faculty of Pharmacy</td>
<td>Teaching &amp; Research</td>
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<tr>
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<td>Renfrew</td>
<td>Faculty of Science</td>
<td>Applied via Research focused, successful via T&amp;R</td>
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<td>Solon-Biet</td>
<td>Sydney Medical School</td>
<td>Teaching &amp; Research</td>
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<tr>
<td>Dr</td>
<td>Tina Jing</td>
<td>Huynh</td>
<td>University of Sydney Business School</td>
<td>Applied via T&amp;R, successful Ed-focused</td>
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The following table on application and success rates (Broken down by Faculty, Research or Education Focused and gender) is provided for the information of the Board.

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<th>Male R-F</th>
<th>Male E-F</th>
<th>Male (All)</th>
<th>Female T&amp;R</th>
<th>Female R-F</th>
<th>Female E-F</th>
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* Engineering & IT numbers for successful promotions has increased by 1 as a Level A applicant applied 2 levels (A-C) was promoted by one level to B
* 1 X Female Science applicant applied via R-F but was promoted via T&R
* 1 X Female UOSBS applicant applied via T&R but was promoted via E-F

**Recommendation**

That the Academic Board note the report on the promotion of academic staff to Level B in 2015, as set out in the report presented.

### 14.2 Report on promotion of academic staff to Level C

Eighty (80) applications for promotion to Level C were received in 2015. The recommendations for promotion to Level C made by each Local Promotions Committee were forwarded to the Provost and Deputy Vice-Chancellor for approval. The Provost and Deputy Vice-Chancellor approved the following fifty-eight (58) promotions to Level C, effective from 1 January 2016.

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<td>0</td>
<td>2/2</td>
<td>0/1</td>
<td>4/1</td>
<td>0</td>
<td>4/2</td>
<td>6/4</td>
</tr>
<tr>
<td>Totals</td>
<td>31/24</td>
<td>5/3</td>
<td>0</td>
<td>36/27</td>
<td>23/16</td>
<td>9/5</td>
<td>6/4</td>
<td>44/31</td>
<td>80/58</td>
</tr>
</tbody>
</table>

*1 FASS female applied via T&R but was recommended via E-F
*1 FASS female applied via EF but was recommended via T&R
*1 X Vet Science male applied via R-F but was recommended via T&R
*1 X Vet Science Female applied via R-F but was recommended via T&R

**Recommendation**

That the Academic Board note the report on the promotion of academic staff to Level C in 2015, as set out in the report presented.