NOTICE OF MEETING

Meeting 2016/2 of the ACADEMIC BOARD will be held at 2:00 pm on Wednesday, 30th March 2016 in the Level 6 Seminar Room, Charles Perkins Centre (D17). 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

Respect is a core value of the Academic Board
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requirements for award of the degree
10.2 Faculty of Arts and Social Sciences: Master of US Studies – proposal to amend requirements for award of the degree
10.3 Faculty of Engineering and Information Technologies: Master of Engineering – proposal to introduce a new major in Risk Management
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11 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE
11.1 Simple Extensions Working Group report

12 GENERAL BUSINESS
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RECOMMENDATION

That the Academic Board adopt the minutes of the previous meeting held on 24th February 2016 as a true record.

QUESTION WITHOUT NOTICE

ACADEMIC BOARD

2:00 pm, Wednesday 24th February 2016
Professorial Board Room, Quadrangle (A14)

Members Present: The Chair (Associate Professor T Masters), the Vice-Chancellor (Dr M Spence), Mrs H Agus, Associate Professor J Anderson, Dr D Auld, Miss R Badiyan, Dr T Balle, Ms A Bell, Associate Professor T Bell, Professor K Belov, Dr J Bloomfield, Professor P Brennan, Associate Professor T Buckley, Professor B Caine, Professor T Carlin, Mr L Carment, Dr J Carrigan, Ms A Catterson, Associate Professor A Chaves, Associate Professor R Codd, Dr E Crawford, Dr P Crossley, Dr J S Curwood, Dr F Di Lauro, Associate Professor D Easdown, Associate Professor A Elias, Professor D Emery, Professor A Fekete, Ms L Fouani, Professor R Gallagher, Dr J Gao, Professor S Garten, Associate Professor T Gerzina, Professor M Graeber, Mr T Greenwell, Associate Professor T Grewal, Professor N Gurran, Mr M Hall, Professor T Hambley, Professor J Hanrahan, Professor I Haq, Ms K Hartman-Warren, Dr A Honey, Professor S Houston, Dr N Jarkey, Professor A Johnston, Professor C Jones (for Professor A Conigrave), Dr E Knight, Ms R Kwa, Associate Professor C Lei, Dr S Loschke, Professor D Lowe, Dr A Maddox, Professor D Mayer, Professor A McBratney, Professor R McConchie, Associate Professor M McEntee, Associate Professor S McGrath-Champ, Ms L Michaelewska, Dr L Munoz, Associate Professor J O’Byrne, Ms J Painter, Professor P Pattison, Associate Professor M Peat, Professor C Peck, Professor I Ramzan, Professor K Refshauge, Professor C Rhodes, Professor J Riley, Ms A Rose, Mr B Ross, Associate Professor J Rowley, Dr J Saleeba, Dr C Schneider, Professor B Singh, Dr I Spandagou, Ms P Specker, Professor R Stancliffe, Dr R Suter, Associate Professor C Taylor, Professor G Tolhurst, Mr J Trendall, Associate Professor M Valix, Ms S Vimalarajah, Professor C Wade, Professor D Waters, Dr P White, Professor G Whitwell and Associate Professor H Woo.

Attendees: Ms S Brown (SAS Project), Mr M Charet (University Secretariat), Associate Professor K McKenzie (Faculty of Arts and Social Sciences), Ms L Rose (SAS Project), Mr T Smithers (SAS Project) and Professor M Woodward (George Institute for Global Health).

Apologies: Mr M Butler, Professor A Conigrave (Professor C Jones attending in his stead), Mr D Cross, Associate Professor W Davis, Mr A Fayad, Associate Professor J Glister, Professor D Ivson, Ms P Kamvounias, Dr R Orr, Dr S Park, Professor J Redmond, Ms I Revell, Professor L Rivory, Ms C Smith, Mr O Smith, Associate Professor C Sutton-Brady, Professor R Taylor and Associate Professor G White.

WELCOME AND APOLOGIES

Professor Houston gave the acknowledgement of country at the start of the meeting. The Chair then asked those members who have previously served on the Academic Board to introduce themselves to
2 PROCEDURAL MATTERS

2.1 Starring of agenda and adoption of unstarred items

The following item was starred: 8.3

**AB16/1-1**
The Academic Board resolved as recommended with respect to all unstarred items.

2.2 Minutes of Meeting 2015/8, 2 December 2015

Members confirmed the minutes of the last meeting held on 2 December 2015.

**AB16/1-2**
The Academic Board resolved that the minutes of meeting 2015/8, held on 2 December 2015, be confirmed as a true record.

2.3 Actions Arising (Response to question without notice)

Mr Greenwell noted the response received to his question regarding the University’s Bullying, Harassment and Discrimination Policy 2015, but expressed concern that there was apparently no consultation with students regarding the revised policy.

**AB16/1-3**
The Academic Board noted the response received to a question without notice raised at its meeting of 2 December 2015.

3 STRATEGIC ITEMS OF BUSINESS

3.1 Focus Topic: Strategic Plan 2016-2020 Culture

The Vice-Chancellor noted that this section of the Strategic Plan 2016-2020 has not previously been discussed at the Academic Board, although some members will have participated in the workshops run during 2015. While Education and Research are at the heart of the strategy, underpinned by the new organisational design, the whole plan is set within the context of the University’s culture. He pointed out that culture is an issue that has been under consideration since the previous strategic plan, with staff raising issues regarding bullying, the place of women at the University (and the perception that they are often silenced), and a lack of cultural diversity. It also covers questions such as how the community can hold robust conversations that allow everyone to participate and not be silenced.

The discussions held in 2015 developed a set of agreed values: courage and creativity (which covers, but is more than, academic freedom); respect and integrity (how members of the University community relate to each other), inclusion and diversity (a reminder of the University’s foundation as arguably the first university to admit students on academic merit), openness and engagement (how the University relates to the outside community). The Vice-Chancellor acknowledged that these values are in part aspirational, but discussion participants and those who have provided feedback agree that these values are widely shared. Building a culture based on these values starts with demonstrating leadership at all levels, empowering staff to deal with behavioural issues, and supporting discourse and dialogue. Values will be embedded by improving the University’s processes, celebrating exceptional performance and establishing a culture taskforce as a joint group of SEG and the Academic Board to oversee embedding these values across the University and measuring the effectiveness of these efforts. Lastly, there will be a focus on promoting understanding across institutional barriers. The last strategic plan included a commitment for the University to be a place where staff and students can thrive and realise their full potential, and there is research to show that organisations that address these issues seriously do see positive change. He finished by explaining that the strategy is currently aimed at staff as the culture bearers of the institution, with students as the next stage of the strategy.

Members commented on the presentation as follows:
- Professor Fekete asked if there were examples of institutions where this sort of strategy has worked well; the Vice-Chancellor advised that there are institutions that are more diverse than...
this one, or where the discourse between academic and professional staff is more respectful, but none is perfect; the emphasis of this part of the strategy is on the University deciding what are its values and aspiring to be true to them;

- In response to Professor Stancliffe’s question on the involvement of professional staff with the culture taskforce, the Vice-Chancellor advised they should be included;
- Professor Refshauge emphasised the importance of this part of the strategic plan, with the Vice-Chancellor agreeing there is a hunger in the University community to see change in this area;
- Associate Professor McGrath-Champ suggested documenting the types of issues outlined in the discussion paper to identify the underlying causes; the Vice-Chancellor advised that a major issue is the extent of the fragmentation of responsibility across the University, and this could be addressed by simplifying the areas of responsibility and emphasising that the University is one community;
- Ms Hartman-Warren asked whether students had been involved in the culture discussions and how they will be engaged in this discussion in the future; the Vice-Chancellor reiterated that the staff of the University need to be the culture bearers, and that the strategy will be expanded to include students once it is seen to be working with staff;
- Mr Carment referred to the discussion paper’s reference to streamlining accountabilities, querying whether this would also mean a concentration of decision-making power and effectively make it harder for students to become involved in decision-making; the Vice-Chancellor pointed out that the previous strategic plan involved the democratisation of power at the University via the Senior Executive Group, however this change was not reflected all the way down; he expressed his preference for a simpler decision-making structure that is more open and consultative but he acknowledged student concerns.

The Chair thanked the Vice-Chancellor for his presentation.

AB16/1-4
The Academic Board noted the presentation by the Vice-Chancellor on the Culture discussion paper for the Strategic Plan 2016-2020.

The Chair advised members that he had asked Professor Rhodes to comment on the meeting processes at the end of the meeting. He also took the opportunity to acknowledge the previous Chair, Associate Professor Peter McCallum, and the incredible standard he set. He also thanked Professor Fekete and Associate Professor Jennifer Barrett for their participation in the election for Chair of the Academic Board, and acknowledged Professor Judyth Sachs and the late Professor Helen Bey as influences.

REPORT OF THE CHAIR
4.1 Decisions Matrix for Special Consideration Applications
The Chair advised that some discussions between the Student Administrative Services (SAS) project and certain faculties had already occurred. Professor Carlin advised that a number of points had been clarified in these discussions, and recommended that the word “external” be removed from page 6 of the item. Professor Refshauge seconded this motion, adding this would allow this section of the matrix to be applied to placements that occur in clinics on University campuses.

Professor Haq expressed concern that the wording of the standard response to be sent to a student once they have lodged a special consideration application could raise expectations that the student will be offered an alternative placement. Professor Carlin added that the team is aware of faculty concerns regarding the proposed template answers for correspondence with students and these are being addressed. Other members responded that faculties need more control over the decisions being made. Professor Refshauge pointed out that the review of student wellbeing at the University had indicated the urgent need to address issues with the current special consideration processes and clarified that the issue for faculties is not the decisions matrix itself but how it will be used. Professor Stancliffe added that work-integrated learning academics are concerned they have little ability to influence the decisions that will be made using the matrix, and suggested deferring implementation of the section on placements to Semester 2. Dr Bloomfield
supported this, adding her faculty (Nursing and Midwifery) shared the concerns of Health Sciences, and had the added issue of placements being controlled by the Department of Health and various non-government organisations, not the faculty. Associate Professor O’Byrne added that there continues to be confusion amongst academic staff regarding the new process.

Professor Carlin responded to these concerns, pointing out that two separate issues were being raised and that the decisions matrix remains substantially the same document as the one approved by the Board at its previous meeting. The version approved by the Board was used for the work the SAS project team has completed over the past couple of months, and the amendments presented to this meeting are for clarification purposes. He advised that decisions regarding applications related to placements will be determined by the faculties, not the central team, and he agreed that the correspondence templates should be amended to ensure students are not given misleading information.

The Chair reminded members that the Board was being asked to approve the amended matrix circulated with the agenda, with the additional change to delete the word “external” on page 6, and that none of the amendments substantially alter the document approved at the Board’s last meeting. He asked members to vote on the deletion of the word “external” from page 6 of the agenda item, and a majority of members voted in favour. He then asked members to vote on approving the amendments circulated with the agenda and a majority voted in favour (41 votes for, 6 against). He noted that there still remained the issue of how the changes and the process have been communicated to faculties, and he asked members whether they preferred to wait until the Board’s next meeting on 30th March 2016 to review this issue or form a small working group to report to the Board within the next two weeks (he suggested that such a group could contain members nominated by Professors Carlin, Hambley and Refshauge and student representation). Professor Fekete suggested that members who did not support the amended matrix could be invited to this group. Mrs Agus added that a number of other issues had not been discussed regarding the matrix, with Professor Riley agreeing and giving take-home examinations as one example. The Chair agreed these could be considered by the group.

Associate Professor McEntee suggested that the new special consideration application processes should include a requirement that any confusion or ambiguity over the category of an assessment task be referred to the unit of study co-ordinator for clarification. Professor Refshauge raised concerns that not all units of study were in the system, and the Chair suggested the she and Professor Carlin continue their discussions following the meeting. Professor Fekete suggested authorising Professor Carlin and the deans to override the new system if there are any problems. Ms Specker requested that implementation not be rushed and pointed out that students in the Faculty of Science will possibly be applying for special consideration for laboratory-based assessments from Week 1. She suggested there should be some grandfathering of the previous policy or leniency, and that more should be done to communicate the changes to staff and students. Professor Carlin advised that the system will go live on Monday and has been extensively tested and he expressed confidence that it would provide a better experience for students. The Chair advised that the working group would be established as quickly as possible.

**AB16/1-5**

The Academic Board endorsed the amendments to the Decisions Matrix as set out in the report presented, and with the additional deletion of the word “external” from page 6, to become a schedule in the Coursework Policy 2014.

**Action:**
The Director, Student Administrative Services project, to note the Academic Board’s endorsement of amendments to the Decisions Matrix.

**4.2 Academic Board membership by appointment or co-option**
The Chair nominated two people for appointment and two people for co-option as members of the Academic Board. Members approved the nominations.
The Academic Board approved the Chair's recommendation to appoint or co-opt additional members as follows:

- Associate Professor Kirsten McKenzie (Faculty of Arts and Social Sciences) and Associate Professor Tim Wilkinson (Faculty of Engineering and Information Technologies) be appointed to membership of the Academic Board for a term of membership expiring 31 December 2017; and
- Professor Adam Bridgeman (Director, Educational Innovation) and Associate Professor Ross Coleman (Director, Graduate Research) be co-opted to membership of the Academic Board for a term of membership expiring 31 December 2017.

Action:
Executive Officer to update membership list.

4.3 Nomination of Deputy Chair and Committee Chairs
The Chair noted that, following the approval of the proposal in item 4.2, he also wished to nominate people to chair the Board's standing committees. Members approved the nominations.

AB16/1-7
In accordance with the University of Sydney (Academic Governance) Rule 2003 and on the nomination of the Chair of the Academic Board, the Academic Board appointed:

(1) Professor Jane Hanrahan as Deputy Chair of the Academic Board and Chair of the Academic Standards and Policy Committee for a term expiring on 31 December 2017; and
(2) Associate Professor Wendy Davis as Chair of the Undergraduate Studies Committee, Associate Professor Kirsten McKenzie as Chair of the Graduate Studies Committee and Associate Professor Tim Wilkinson as Chair of the Admissions Committee for a term expiring on 31 December 2017.

Action:
Executive Officer to update membership list.

4.4 Nomination of Committee members and amendment of committee terms of reference
The Chair presented the list of nominations and amendments to terms of reference for the Board's standing committees, adding one further nomination: the co-option of Ms Kerrie Henderson (University Policy Manager) to the Academic Standards and Policy Committee. Members approved all the nominations.

AB16/1-8
That the Academic Board approve:

(1) the appointment or co-option of academic staff and student members to the Academic Standards and Policy Committee, Admissions Committee, Graduate Studies Committee and Undergraduate Studies Committee, noting that the term of membership will be until 31 December 2016 for student members and until 31 December 2017 for staff members; and
(2) the amendment of the terms of reference for the Academic Standards and Policy Committee, the Admissions Committee, the Graduate Studies Committee and the Undergraduate Studies Committee, with immediate effect.

Action:
Executive Officer to update membership lists and terms of reference.

4.5 Overview of Academic Board for 2016
The Chair took members through the items listed in this report as actions to be undertaken by the Board in 2016. He pointed out that the proposed review of the Board will need to occur in time to allow any agreed amendments to membership to be approved by Senate prior to the normal election round in late 2017. With respect to the course reviews required under the new Higher Education Threshold Standards, he advised that a national meeting of Chairs of Academic Boards and Senates to be held in March will discuss how universities could address this requirement. One suggestion is that universities conduct their normal course reviews and then refer the reports to a national committee. He also advised members that he is forming a working group to advise...
the Academic Board on equity and diversity issues. It will be led by Dr Jenny Saleeba and will report via his standing report on the agenda. Professor Rhodes asked for information on the kinds of instrument required to drive the changes the University wants in this area and measure their success. The Chair advised that his proposed working group will be working in conjunction with SEG and should assist in pointing out whether or not the University is achieving the changes it is aiming for. He also advised that the group would have student representation. Professor Hambley pointed out that the SAGE pilot will include data collection and analysis, and the Chair advised that he will reference this if it is not reported directly to the Board. He concluded the item by noting that the Board needs a venue that will facilitate engagement and discussion. The current venue has a great deal of historical significance, but is not suitable for presentations or small group discussions. He advised that CIS is working to find a suitable venue for the next and subsequent meetings.

**AB16/1-9**
The Academic Board noted the Chair’s overview of issues to be addressed in 2016.

**4.6 Authority of Chair – actions taken since meeting of 2 December 2015**
The Chair advised members that this item outlines the decisions made by himself and Associate Professor McCallum since the Board’s last meeting of 2015, including some decisions which would normally made by the Chair of the Graduate Studies Committee.

**AB16/1-10**
The Academic Board noted the report on actions taken by the previous Chair and the current Chair on its behalf in respect of any urgent matters that arose between the Academic Board meeting on 2 December 2015 and the first Academic Board meeting in 2016.

**4.7 Student members’ report**
The Chair advised members that he has invited the student members to submit a report as part of his report.

**AB16/1-11**
The Academic Board noted that the student members will report regularly as part of the Chair’s report.

**4.8 Watt Review**
The Chair advised members that this report has been circulated in confidence for their information, adding that the University does need to look at how this review will affect research funding.

**AB16/1-12**
The Academic Board noted the submission as an accurate initial summary and early analysis of the Report of the Watt Review of Research Policy and Funding.

**4.9 Templates for Senate, Academic Board and SEG**
Members noted the report on the new templates to be used by Senate, Academic Board and SEG.

**AB16/1-13**
The Academic Board noted the new agenda paper and PowerPoint templates for Academic Board and Academic Board Committee meetings.

**4.10 Report of the Senate meeting held on 14 December 2015**
Members noted the report of the Senate meeting held on 14 December 2015.

**AB16/1-14**
The Academic Board noted the report from the Chair of the Academic Board on matters considered by Senate at its 14 December 2015 meeting.

**4.11 Honours and Distinctions**
This item was dealt with prior to item 3.
AB16/1-15
The Academic Board noted the report of the Chair of the Academic Board on the honours and distinctions and congratulate the recipients.

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

4.12 Correspondence Register
Members noted the report on the correspondence register.

AB16/1-16
The Academic Board noted the correspondence register.

4.13 Culture and the Strategic Plan
The Chair advised that this item relates to the Vice-Chancellor’s earlier presentation. He pointed out that the success of the Academic Board is based on the respect the Board has for the work of its standing committees, the respect Senate has for the decisions made by the Board and the respect the Board’s members have for each other. He proposed adopting respect as a core value of the Board, to be included in his email signature and formal Board documentation. Professor Fekete suggested diversity was just as important, and while the Chair agreed he advised that he had singled out respect for its importance in how the Board operates. Members endorsed the proposal.

AB16/1-17
The Academic Board affirmed respect is a core value of the Academic Board.

4.14 A new Academic Board
The Chair advised members that when the Board was last externally reviewed in 2001 two principles were adopted regarding the size and composition of the Academic Board: that it be representative, and that it be manageable. He asked members to affirm these two principles for the next review. Professor Fekete supported the principles in general, but asked that the word “manageable” be replaced with “able to function effectively”. Members endorsed the principles as amended.

AB16/1-18
The Academic Board affirmed that the principles used in determining the membership, or composition, of the Academic Board are that the Board be representative and that the Board be able to function effectively.

REPORT OF THE VICE-CHANCELLOR AND PRINCIPAL
5.1 Report of the Senate meeting held on 14 December 2015
The Vice-Chancellor advised members that the major decisions at this meeting were the endorsement of the proposed curriculum restructure, approval-in-principle of a new organisational chart for the University’s academic units (noting that further work is required with respect to the health faculties), and adoption of the Universities Governing Bodies Act (NSW State legislation) which would see alterations to Senate’s composition in terms of numbers and the replacement of elected alumni fellows with appointed alumni fellows.

AB16/1-19
The Academic Board noted the report from the Vice-Chancellor and Principal on matters considered by Senate at its 14 December 2015 meeting.

5.2 Other matters
The Vice-Chancellor noted that the Watt Review had been included in the Chair’s report. He emphasised the importance of the research strategy outlined in the new Strategic Plan in helping the University deal with these recommendations and also stressed the importance of fundamental
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(as opposed to applied) research at the University. He added that he and other senior staff at the University will continue to engage with government and the Australian Research Council to discuss these issues.

AB16/1-20
The Academic Board note the report presented by the Vice-Chancellor.

Professor Fekete asked the Vice-Chancellor for suggestions on how academic staff at the University could repair relationships with alumni following the decision by Senate to reduce the number of alumni members and their method of appointment. The Vice-Chancellor advised that he has received around twenty letters in total from alumni on this issue, and that currently less than 2% of all alumni vote in the Senate elections, indicating that the changes are not a major issue for the vast majority of alumni. However, he advised that he and the Chancellor are in communication with those alumni who have expressed concern. He added that the planned changes could produce a more diverse Senate membership.

Professor Tolhurst asked the Vice-Chancellor to keep the Academic Board informed of the proposed changes to SEG and its membership. He pointed out that this, coupled with the changes to Senate membership could be seen as a move to reduce the number of academic voices involved in governance roles. The Vice-Chancellor advised that SEG will be smaller but the ratio of academic to non-academic voices would be maintained, or possibly improved. He added that once the general framework for the University’s structure is approved a number of consequent issues will be presented.

Associate Professor Elias asked the Vice-Chancellor whether the future of the Sydney College of the Arts had been discussed by Senate. The Vice-Chancellor advised that there had been no real movement on this issue since staff were last updated, and that Senate had therefore not discussed it since. Professor Garton added that a heads of agreement has only recently been signed by this University, the University of New South Wales, the National Arts School and the NSW State Government to discuss the possibility of merging the Sydney College of the Arts, the College of Fine Arts (UNSW) and the National Arts School as one institution. The Vice-Chancellor stressed that the possibility was only being discussed at this stage and was not yet an agreed plan.

QUESTION TIME
Mr Hall asked the Vice-Chancellor for information on the criteria that will be used by the Senate committee considering nominations for membership of Senate. The Vice-Chancellor advised that criteria have been drafted, but that he would ask the Secretary to Senate to provide information about this for the next meeting.

AB16/1-21
The Academic Board resolved to note the response to the questions raised.

7 REPORTS FROM FACULTIEST
7.1 Faculty of Arts and Social Sciences: Amendment to Constitution

AB16/1-22
The Academic Board recommended that Senate approve the amendments to the Senate Resolutions relating to the Constitution of the Faculty of Arts and Social Sciences with immediate effect

Action:
The Chair, Academic Board to recommend that Senate approve the amendments to the Senate Resolutions relating 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 endorsement of the amendments to its constitution.

8 COURSE AMENDMENT PROPOSALS WORKING GROUP
The Course Amendment Proposals Working Group met on Wednesday, 10th February 2016.
8.1 Faculty of Arts and Social Sciences: deletion of Master of Crosscultural Communication

The Academic Board approved the proposal from the Faculty of Arts and Social Sciences to delete the Master of Crosscultural Communication, and approve the consequent deletion of the course resolutions with effect from 1 January 2022; and recommend that Senate approve the amendment of the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Arts and Social Sciences with effect from 1 January 2022.

Action: The Chair, Academic Board to recommend that Senate approve the amendments to the Senate Resolutions relating to the Degrees, Diplomas and Certificates in 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 delete the Master of Crosscultural Communication and amend the resolutions in CMS.

8.2 Faculty of Arts and Social Sciences: amendment of Diploma of Languages (deletion of majors)

The Academic Board approved the proposal from the Faculty of Arts and Social Sciences to amend the Diploma of Languages to delete Yiddish as a major and Indonesian as a major for the accelerated mode, and approve the consequent amendment of the course resolutions, with effect from 1 January 2017.

Action: The Dean and Faculty Manager, Faculty of Arts and Social Sciences to note the Academic Board’s approval of the proposal to amend the Diploma of Languages to delete Yiddish as a major and Indonesian as a major for the accelerated mode and amend the resolutions in CMS.

8.3 Faculties of Dentistry, Medicine and Pharmacy: amendment to Master of Philosophy degrees (change to mark/grade for degree)

The Chair advised that he had starred this item because the three faculties behind this proposal had been asked to consult with other faculties, however no further advice has been received. Professor Fekete asked whether students had been consulted. Dr Saleeba and Associate Professor McKenzie each advised they would like more time to consult with their respective faculties (Science and Arts & Social Sciences). Professor Jones, representing the Acting Dean of the Faculty of Medicine, advised that she believed there had been consultation with students, but could not confirm this. A majority of members voted against the proposal.

The Academic Board resolved to not approve the proposals from the Faculties of Dentistry, Medicine and Pharmacy to amend the Philosophy offered by each faculty from an unmarked pass or fail degree to a marked degree, and refer the proposals back to the faculties for further consultation with other faculties and students.

Action: The Deans and Faculty Managers, Faculties of Dentistry, Medicine and Pharmacy to note the Academic Board did not approve the proposals to amend each faculty’s Master of Philosophy to
become a marked degree but has asked the faculties to undertake further consultation with other faculties and students.

8.4 Faculty of Science: amendment of table of units of study for Bachelor of Science/Master of Nutrition and Dietetics and Master of Nutrition and Dietetics

AB16/1-27
The Academic Board approved the proposal from the Faculty of Science to introduce a mandatory unit of study for the Bachelor of Science/Master of Nutrition and Dietetics which will be a prerequisite for admission to the Master of Nutrition and Dietetics, and approve the consequent amendment of the course resolutions and table of units of study, with effect from 1 January 2018.

Action:
The Dean and Faculty Manager, Faculty of Science to note the Academic Board’s approval of the proposal to amend the Bachelor of Science/Master of Nutrition and Dietetics and Master of Nutrition and Dietetics and amend the resolutions in CMS.

8.5 Faculty of Science: amendment of tables of units of study for various postgraduate degrees

AB16/1-28
The Academic Board approved the proposal from the Faculty of Science to amend the units of study offered in various postgraduate degrees, and approve the consequent amendment of the tables of units of study, with effect from 1 January 2017.

Action:
The Dean and Faculty Manager, Faculty of Science to note the Academic Board’s approval of the proposal to amend the tables of units of study for various postgraduate degrees.

9 GENERAL BUSINESS

9.1 Level D Promotions 2015

AB16/1-29
The Academic Board noted the report on the promotion of academic staff to Level D in 2015.

9.2 Level E Promotions 2015

AB16/1-30
The Academic Board noted the report on the promotion of academic staff to Level E in 2015.

9.3 Student Proctorial Panel 2015

AB16/1-31
The Academic Board approved the 2016 Student Proctorial Panel membership.

9.4 Academic Panel Membership

AB16/1-32
The Academic Board noted the membership of the Academic Panel under the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) for the period January 1 2016 to 31 December 2017.

The Chair asked Professor Rhodes to comment on the meeting. Professor Rhodes noted the meeting had gone over time but had been very collegial. He agreed the venue was terrible, adding that he had been unable to hear most of the speakers. He suggested having projected times against the agenda items to help both the Chair and members. It had been wonderful to see so many members at the meeting, but he expressed disappointment that only a few had spoken, many repeatedly, and suggested thought be given to how more members could have a chance to speak. Members expressed support for the use of indicative times.
Meeting closed at 4:26 pm

Remaining Meeting Dates for 2016
2:00 pm Wednesday, 30th March 2016
2:00 pm Wednesday, 18th May 2016
2:00 pm Wednesday, 29th June 2016
2:00 pm Wednesday, 17th August 2016
2:00 pm Wednesday, 14th September 2016
2:00 pm Wednesday, 2nd November 2016
2:00 pm Wednesday, 7th December 2016

A full copy of the Academic Board Minutes is available at: http://sydney.edu.au/ab/about/agendas.shtml
Non-Confidential

Author | Megan Kemmis (Executive Officer to Academic Board)
Reviewer/Approver | Associate Professor Tony Masters, Chair of Academic Board
Paper title | Business Arising – Amendment to Resolution 16/1-27
Purpose | To request the Academic Board amend its resolution regarding changes to the Master of Nutrition and Dietetics and Bachelor of Science/Master of Nutrition and Dietetics in the Faculty of Science.

RECOMMENDATION

That the Academic Board amend the resolution made at its meeting of 24 February 2016 to allow the Faculty of Science to introduce amendments to the Master of Nutrition and Dietetics from 1 January 2018, and changes to the Bachelor of Science/Master of Nutrition and Dietetics from 1 January 2017.

EXECUTIVE SUMMARY

The Faculty of Science has advised that the amendments to the Master of Nutrition and Dietetics approved at the Academic Board meeting of 24 February 2016 will need to be introduced in 2018, not 2017 as outlined in the report to the Board. This is to allow international students who have already received an offer of admission under the existing resolutions to take up their places in the course. Changes to the related combined degree will still proceed from 1 January 2017.

The proposal approved by the Academic Board is attached with updated transitional provisions for the Master of Nutrition and Dietetics.
Non-Confidential

Minor Course Amendment Proposal

Faculty: Science

Contact person: Anna Rangan

1. Name of award course
   BSc/MND

2. Purpose of proposal
   To amend the course resolutions for the BSc/MND degree to:
   add a compulsory unit of study, NUTM3001 (6 credit points) to the BSc degree.

   This will ensure that students have successfully completed a nutrition science unit of study prior to entering
   the accredited MND program.

   With the increasing requirements for the dietetic professional subjects in the postgraduate degree, it has
   become progressively more difficult to accommodate the desirable amount of nutrition science content into the
   workload. Given the international standing of the University of Sydney in nutrition science teaching and
   research, it is only appropriate that the students for the BSc/MND enter the MND with knowledge
   commensurate with those at other Australian universities so as to accommodate the professional education
   units of study. The inclusion of 6 credit points prior to the postgraduate degree ensures that all students have
   completed nutrition pre-requisites as is required at all other Australian universities that offer dietetics training
   at Master’s level. UQ requires 6 cp, Flinders University 18cp, Deakin University 24cp, La Trobe University
   6cp, Curtin 24cp, Uni of SA 6cp, Edith Cowan none apparent, Canberra University 12cp and Wollongong
   University 8cp.

   It should be noted that the majority of BSc/MND students already select NUTM3001 as an elective.

   It should also be noted that as of 2017 external applicants to the postgraduate MND will be required to have
   completed 6cp of nutrition science at intermediate or senior level as a prerequisite in addition to the existing
   pre-requisites. (papers submitted to postgraduate committee).

3. Details of amendment
   See Attached

   Also note required change to Handbook Table: Sample units of study for Bachelor of
   Science/Master of Nutrition and Dietetics

   To include NUTM3001 as a compulsory unit of study.

4. Transitional arrangements
   This change will come into effect in 2017, hence current students are not affected by this change.

5. Other relevant information
   The majority of students enrolled in this combined degree already complete NUTM3001 as one of their senior
   units of study.

6. Signature of Dean

Bachelor of Science / Master of Nutrition and Dietetics

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including
(but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Resolutions
of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as
amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions
2 Attendance pattern
Master of Nutrition and Dietetics
The attendance pattern for the Bachelor of Science is full time or part time according to student choice, whereas the attendance pattern for the Master of Nutrition and Dietetics is full time only.

3 Streams
(1) The Bachelor of Science in this combined degree is also 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 Faculty student office.

4 Master's type
The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy. It is accredited by the Dietitians Association of Australia.

5 Admission to candidature
Admission to undergraduate courses at the University of Sydney is either on the basis of completion of secondary study via the NSW Higher School Certificate, leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent (and subject to special admissions provisions as set out in the Coursework Policy), or on the basis of Mature Age Admission as set out in the Admissions chapter of the Coursework Rule.

6 Requirements for award
(1) To qualify for the award of Bachelor of Science/ Master of Nutrition and Dietetics a student must successfully complete 240 credit points, comprising:
(a) 144 credit points from the Bachelor of Science; and
(b) 96 credit points from the Master of Nutrition and Dietetics.
(2) Requirements for the Bachelor of Science
(a) The Dean may permit a student of exceptional merit who is admitted to the Talented Student Program to undertake a unit or units of study within the Faculty other than those specified in the tables.
(b) The units of study that may be taken for the Bachelor of Science are listed in:
(I) Table 1G for the combined Bachelor of Science/ Master of Nutrition and Dietetics; and
(II) Table 1 for the Bachelor of Science.
(c) Candidates must complete 144 credits points, comprising:
(I) 42 credit points of core Junior Science units as specified in Table 1G; and
(II) 24 credit points of core Intermediate Science units as specified in Table 1G; and
(III) 24 credit points of elective Intermediate Science units selected from Table 1; and
(IV) at least one major from Science subject areas of Biochemistry, Microbiology, Nutrition and Metabolism, Physiology or Psychology as described in Table 1; and
(V) 6 credit points of senior nutrition science
(d) In addition, candidates must ensure they enrol in no more than:
(I) 60 credit points of junior units of study; and
(II) 12 credit points from units of study not listed in Table 1G and Table 1, with the approval of the relevant faculty.
(3) Candidates completing the Advanced stream must include as part of the above requirements:
(a) a minimum of 12 credit points of intermediate units of study at either the Advanced level or as Talented Student Program (TSP) units in Science subject areas; and
(b) a minimum of 24 credit points of senior units of study at the Advanced level or as TSP units in a single Science subject area.
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(4) Candidates completing the Advanced Mathematics stream must include as part of the above
requirements:
(a) a minimum of 12 credit points of intermediate units of study at either the advanced level or as TSP
units in the Science subject areas of Mathematics and Statistics; and
(b) a minimum of 24 credit points of Senior units of study at the Advanced level or as TSP units in a
major in Mathematics, Statistics or Financial Mathematics and Statistics.

(5) Requirements for the Master of Nutrition and Dietetics
Candidates must complete the requirements for the Master of Nutrition and Dietetics degree as set out in the
course resolutions and table of units for the Master of Nutrition and Dietetics.

7 Majors
(1) A candidate must complete at least one of the following majors in the Bachelor of Science degree: (a)
Biochemistry
(b) Microbiology
(c) Nutrition and Metabolism
(d) Physiology
(e) Psychology
(2) Completion of a major is a requirement of the Bachelor of Science. With the exception of the
Psychology major which requires 48 credit points across intermediate and senior Psychology units of study, a
major requires the completion of 24 senior credit points in one Science subject area, chosen from units of
study listed in the table for that subject area. Units of study counted towards one major may not count toward
any other major. The full list of majors available in the Bachelor of Science is specified in the course resolution
for the Bachelor of Science.

8 Progression rules
(1) Candidates must complete the requirements for the Bachelor of Science with a Weighted Average
Mark of at least 65 in order to be eligible to proceed to the Master of Nutrition and Dietetics.
(2) Candidates who complete the requirements for the Bachelor of Science but fail to achieve a WAM of
65 will not progress to the Master of Nutrition and Dietetics and will be awarded the Bachelor of Science only.
(3) Candidates enrolled in the Bachelor of Science (Advanced) or Bachelor of Science (Advanced
Mathematics) 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 Science in their next year of enrolment with full credit for the
units of study completed.
(4) Candidates enrolled in the Bachelor of Science (Advanced) or Bachelor of Science (Advanced
Mathematics) 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.

9 Requirements for the Honours degree
(1) Honours in Science is available to meritorious candidates who complete an additional year of full time
study, after the completion of the pass degree. Students must complete the requirements for the honours
course full-time over two consecutive semesters. If the School is satisfied that a student is unable to attempt
honours course on a full time basis and if the Dean so recommends, permission may be granted to undertake
honours part-time over four consecutive semesters.
(2) Admission and award requirements for honours in Science are described in the resolutions of the
Faculty of Science.
(3) Students who qualify to undertake honours in the Bachelor of Science may elect to enrol in the
honours program:
(a) by suspending candidature from the Master of Nutrition and Dietetics for one year, with the
permission of the Faculty; or
(b) by undertaking the honours course after completion of both degrees in the combined program.

10 Award of the degree
(1) The Bachelor of Science 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 in the Resolutions of the
Faculty of Science. 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.
(2) The Master of Nutrition and Dietetics is awarded as a Pass degree only.

11 Course transfer
A student may abandon this course and elect to complete the Bachelor of Science in accordance with the
resolutions governing that degree. Completion of the Master of Nutrition and Dietetics in the future will require
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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 persons who commenced their candidature after 1 January, 2014 and persons who commenced their candidature prior to 1 January, 2014 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2014 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2022, or later date as the Faculty may, in special circumstances, approve.
Non-Confidential
Minor Course Amendment Proposal

Faculty: Science

Contact person: Dr Anna Rangan - Course coordinator of Master of Nutrition and Dietetics

1. Name of award course
MANUTDIE-01 Master of Nutrition and Dietetics

2. Purpose of proposal

To amend the course resolutions for the MND degree to:
add a pre-requisite unit of study worth 6 credit points in Nutrition Science at an Intermediate or Senior level.

This will ensure that students have successfully completed a nutrition science unit of study prior to entering the accredited MND program.

With the increasing requirements for the dietetic professional subjects in the postgraduate degree, it has become progressively more difficult to accommodate the desirable amount of nutrition science content into the workload. Given the international standing of the University of Sydney in nutrition science teaching and research, it is only appropriate that the students for the BSc/MND enter the MND with knowledge commensurate with those at other Australian universities so as to accommodate the professional education units of study. The inclusion of 6 credit points prior to the postgraduate degree ensures that all students have completed nutrition pre-requisites as is required at all other Australian universities that offer dietetics training at Master’s level. UQ requires 6 cp, Flinders University 18cp, Deakin University 24cp, La Trobe University 6cp, Curtin 24cp, Uni of SA 6cp, Edith Cowan none apparent, Canberra University 12cp and Wollongong University 8cp.

3. Details of amendment

See attached resolutions

Webpage to be updated:

4. Transitional arrangements

This change will come into effect in 2017, hence current students are not affected by this change.

5. Other relevant information

The majority of students enrolling in the MND program have already completed one or more nutrition units at intermediate or senior level.

Concurrently with this amendment, we are requesting that NUTM3001 (Nutrition and Metabolism) becomes a compulsory unit of study in the combined degree BSc/MND. This is the only undergraduate nutrition unit of study available to BSc students at The University of Sydney. In addition, the BAppSc (Ex&SpSc) MNutrDiet satisfies the nutrition pre-requisite as one of its core units of study EXSS2021 Nutrition Health and Performance (6cp) contains the required nutrition science content.

6. Signature of Dean

Master of Nutrition and Dietetics

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions
1 Course codes
2 Attendance pattern
The attendance pattern for this course is full time only.

3 Master's type
The master's degree in these resolutions is a professional master's course.

4 Admission to candidature
(1) With approval from the Dean, available places will be offered to qualified applicants based on merit, according to the following admissions criteria:
(2) Admission to the degree requires a Bachelor of Science degree from the University of Sydney, or equivalent qualification, with at least an average result of Credit. The degree must include successful completion within the last 10 years of two semesters of units of study of junior level Chemistry and successful completion of two semesters in each of Biochemistry/ Molecular Biology and Human Physiology at intermediate or senior level
   a) 12 credit points of junior chemistry, or equivalent; and
   b) 12 credit points of intermediate or senior level Biochemistry and/or Molecular Biology, or equivalent; and
   c) 12 credit points of intermediate or senior level Human Physiology, or equivalent; and
   d) 6 credit points of intermediate or senior level Nutrition Science, or equivalent

5 Requirements for award
(1) The units of study that may be taken for the course are set out in the table for the Master of Nutrition and Dietetics.
(2) To qualify for the Master of Nutrition and Dietetics a candidate must complete a prescribed program of 96 credit points, including:
   a) 48 credit points of first year units of study; and
   b) 24 credit points being the dietetics training placement; and
   c) 24 credit points being the Nutrition Research Project.

6 Satisfactory progress
Successful completion of the training placement is a requirement of this course. Candidates who fail the training placement once will be identified as not meeting academic progression requirements and become subject to the Progression provisions of the Coursework Rule. Candidates who fail the training placement a second time will be permanently excluded from the course if they cannot show cause. Any further failures in the training placement will result in automatic and permanent exclusion from the course.

7 Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2014 and persons who commenced their candidature prior to 1 January, 2014 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2014 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2019, or later date as the faculty may, in special circumstances, approve.
Table 1G: Bachelor of Science/Master of Nutrition and Dietetics Double Degree

First year

Students are required to complete:

(i) BIOL1001/1911/1991 or BIOL1003/1903/1993

(ii) 12 credit points of junior Chemistry

(iii) 12 credit points of junior Mathematics, which must include 3 credit points of statistics.

(iv) PSYC1001

(v) MBLG1001/1901/1991

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>BIOL1001 Concepts in Biology</td>
<td>6</td>
<td>A HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February).</td>
<td>N BIOL1500 or BIOL1901 or BIOL1101 or BIOL1911 or BIOL1991</td>
<td>Semester 1</td>
<td>Summer Main</td>
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<td></td>
<td>Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (in February).</td>
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<td>BIOL1911 Concepts in Biology (Advanced)</td>
<td>6</td>
<td>A (85 or above in HSC Biology or equivalent)</td>
<td>P 80+ in HSC Biology, or a minimum of Distinction level in a University level Biology unit</td>
<td>N BIOL1500 or BIOL1001 or BIOL1101 or BIOL1901 or BIOL1991</td>
<td>Semester 1</td>
<td></td>
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<tr>
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<td>Note: Department permission required for enrolment</td>
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</tr>
<tr>
<td>BIOL1991 Concepts in Biology (Special Studies)</td>
<td>6</td>
<td>A (90 or above in HSC Biology or equivalent) OR (85 or above in one junior biology unit)</td>
<td>P 90+ result in HSC Biology</td>
<td>N BIOL1001 or BIOL1993 or BIOL1911</td>
<td>Semester 1</td>
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<td>BIOL1003 Human Biology</td>
<td>6</td>
<td>A HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February).</td>
<td>N BIOL1500 or BIOL1903 or BIOL1993 or EDUH1016</td>
<td>Semester 1</td>
<td>Summer Main</td>
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<td>Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (in February)</td>
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<td>BIOL1903 Human Biology (Advanced)</td>
<td>6</td>
<td>A (85 or above in HSC Biology or equivalent)</td>
<td>P HSC Biology result in the 90+, OR Distinction or better in a University level Biology unit</td>
<td>N BIOL1500 or BIOL1003 or BIOL1904 or BIOL1905 or BIOL1993 or EDUH1016</td>
<td>Semester 1</td>
<td></td>
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<td>Note: Department permission required for enrolment</td>
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<tr>
<td>BIOL1993 Human Biology (Special Studies)</td>
<td>6</td>
<td>A (95 or above in HSC Biology or equivalent) OR (85 or above in any junior biology unit)</td>
<td>P 90+ result in HSC Biology</td>
<td>N BIOL1003 or BIOL1903 or BIOL1991</td>
<td>Semester 1</td>
<td></td>
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<td>Code</td>
<td>Title</td>
<td>Points</td>
<td>Prerequisites</td>
<td>Notes</td>
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<tr>
<td>CHEM1001</td>
<td>Fundamentals of Chemistry 1A</td>
<td>6</td>
<td>A There is no assumed knowledge of chemistry for this unit of study but students who have not completed HSC Chemistry (or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February). N CHEM1101 or CHEM1901 or CHEM1903 or CHEM1905 or CHEM1906 or CHEM1909 or CHEM1109</td>
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<td></td>
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<tr>
<td>CHEM1002</td>
<td>Fundamentals of Chemistry 1B</td>
<td>6</td>
<td>P CHEM1001 or CHEM1101 N CHEM1102 or CHEM1902 or CHEM1904 or CHEM1907 or CHEM1908 or CHEM1108</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>CHEM1101</td>
<td>Chemistry 1A</td>
<td>6</td>
<td>A HSC Chemistry and Mathematics. Students who have not completed HSC Chemistry (or equivalent) and HSC Mathematics (or equivalent) are strongly advised to take the Chemistry and Mathematics Bridging Courses (offered in February). N CHEM1001 or CHEM1901 or CHEM1903 or CHEM1905 or CHEM1906 or CHEM1909 or CHEM1109</td>
<td>Semester 1 Semester 2 Summer Main</td>
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<td>CHEM1102</td>
<td>Chemistry 1B</td>
<td>6</td>
<td>P CHEM1101 or CHEM1901, or a Distinction in CHEM1001 N CHEM1002 or CHEM1902 or CHEM1904 or CHEM1907 or CHEM1908 or CHEM1108</td>
<td>Semester 1 Semester 2 Summer Main</td>
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<tr>
<td>CHEM1901</td>
<td>Chemistry 1A (Advanced)</td>
<td>6</td>
<td>A 85 or above in HSC Chemistry or equivalent P HSC Chemistry result of 80 or more N CHEM1001 or CHEM1101 or CHEM1903 or CHEM1905 or CHEM1906 or CHEM1909 or CHEM1109</td>
<td>Semester 1</td>
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<tr>
<td>CHEM1902</td>
<td>Chemistry 1B (Advanced)</td>
<td>6</td>
<td>P CHEM1901 OR CHEM1903 OR (75 or above in CHEM1101) N CHEM1002 or CHEM1102 or CHEM1904 or CHEM1907 or CHEM1908 or CHEM1108</td>
<td>Semester 2</td>
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<tr>
<td>CHEM1903</td>
<td>Chemistry 1A (Special Studies Program)</td>
<td>6</td>
<td>A 90 or above in HSC Chemistry or equivalent P HSC Chemistry result of 90 or more N CHEM1001 or CHEM1101 or CHEM1901 or CHEM1905 or CHEM1906 or CHEM1909 or CHEM1109</td>
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<td>CHEM1904</td>
<td>Chemistry 1B (Special Studies Program)</td>
<td>6</td>
<td>P 75 or above in CHEM1903 N CHEM1002 or CHEM1102 or CHEM1902 or CHEM1907 or CHEM1108 or CHEM1908</td>
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<tr>
<td>MATH1011</td>
<td>Applications of Calculus</td>
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<td>A HSC Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1001 or MATH1901 or MATH1906 or MATH1111 or BIOM1003 or ENVX1001</td>
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<td>MATH1014</td>
<td>Introduction to Linear Algebra</td>
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<td>A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1012 or MATH1002 or MATH1902</td>
<td>Semester 2</td>
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</tbody>
</table>
### MATH1111 Introduction to Calculus
- **Credit Points:** 6
- **Pre-requisites:** A HSC General Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February).
- **Assumed Knowledge:** MATH1011 or MATH1901 or MATH1906 or MATH1001 or HSC Mathematics Extension 1 or HSC Mathematics Extension 2 or ENVX1001

**Note:** Department permission required for enrolment

Students who have previously successfully studied calculus at a level at least equivalent to HSC Mathematics are prohibited.

### MATH1013 Mathematical Modelling
- **Credit Points:** 3
- **Pre-requisites:** A HSC Mathematics or a credit or higher in MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February).
- **Assumed Knowledge:** MATH1005 or MATH1905 or STAT1021 or STAT1022 or ECMT1010 or BIOM1003 or ENVX1001 or BUSS1020

### MATH1015 Biostatistics
- **Credit Points:** 3
- **Pre-requisites:** A HSC Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February).
- **Assumed Knowledge:** MATH1005 or MATH1905 or STAT1021 or STAT1022 or ECMT1010 or BIOM1003 or ENVX1001 or BUSS1020

### MATH1001 Differential Calculus
- **Credit Points:** 3
- **Pre-requisites:** A HSC Mathematics Extension 1. Students who have not completed HSC Extension 1 Mathematics (or equivalent) are strongly advised to take the Extension 1 Mathematics Bridging Course (offered in February).
- **Assumed Knowledge:** MATH1011 or MATH1901 or MATH1906 or MATH1111 or ENVX1001.

### MATH1002 Linear Algebra
- **Credit Points:** 3
- **Pre-requisites:** A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February).
- **Assumed Knowledge:** MATH1012 or MATH1014 or MATH1902

### MATH1003 Integral Calculus and Modelling
- **Credit Points:** 3
- **Pre-requisites:** A HSC Mathematics Extension 1 or MATH1001 or MATH1011 or a credit or higher in MATH1111. Students who have not completed HSC Extension 1 Mathematics (or equivalent) are strongly advised to take the Extension 1 Mathematics Bridging Course (offered in February).
- **Assumed Knowledge:** MATH1013 or MATH1903 or MATH1907

### MATH1004 Discrete Mathematics
- **Credit Points:** 3
- **Pre-requisites:** A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February).
- **Assumed Knowledge:** MATH1904 or MATH2011

### MATH1005 Statistics
- **Credit Points:** 3
- **Pre-requisites:** A HSC Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February).
- **Assumed Knowledge:** MATH1015 or MATH1905 or STAT1021 or STAT1022 or ECMT1010 or ENVX1001 or BUSS1020

### MATH1901 Differential Calculus (Advanced)
- **Credit Points:** 3
- **Pre-requisites:** A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) or equivalent
- **Assumed Knowledge:** P HSC Mathematics Extension 2
- **Assumed Knowledge:** N MATH1001 or MATH1011 or MATH1906 or MATH1111 or ENVX1001

**Note:** Department permission required for enrolment

### MATH1902 Linear Algebra (Advanced)
- **Credit Points:** 3
- **Pre-requisites:** A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) or equivalent
- **Assumed Knowledge:** P HSC Mathematics Extension 2
- **Assumed Knowledge:** N MATH1002 or MATH1012 or MATH1014

**Note:** Department permission required for enrolment

### MATH1903 Integral Calculus and Modelling Advanced
- **Credit Points:** 3
- **Pre-requisites:** A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) OR (75 or above in MATH1001) OR (MATH1901)
- **Assumed Knowledge:** P HSC Mathematics Extension 2
- **Assumed Knowledge:** N MATH1003 or MATH1013 or MATH1907
### MATH1905 Statistics (Advanced)
- **Credit Points:** 3
- **Requirements:**
  - A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) or equivalent
  - P HSC Mathematics Extension 2
  - N MATH1005 or MATH1015 or STAT1021 or STAT1022 or ECMT1010 or ENVX1001 or BUSS1020

*Note: Department permission required for enrolment*

### MATH1906 Mathematics (Special Studies Program) A
- **Credit Points:** 3
- **Requirements:**
  - A Band E4 in HSC Mathematics Extension 2 or equivalent
  - N MATH1001 or MATH1011 or MATH1901 or MATH1111 or ENVX1001

*Note: Department permission required for enrolment*

### MATH1907 Mathematics (Special Studies Program) B
- **Credit Points:** 3
- **Requirements:**
  - P 75 or above in MATH1906
  - N MATH1003 or MATH1903 or MATH1013

*Enrolment is by invitation only.*

### MBLG1001 Molecular Biology and Genetics (Intro)
- **Credit Points:** 6
- **Requirements:**
  - A 6 credit points of Junior Biology and 6 credit points of Junior Chemistry.
  - N MBLG1901 or MBLG1991

### MBLG1901 Molecular Biology and Genetics (Adv)
- **Credit Points:** 6
- **Requirements:**
  - A [( 85 or above in HSC Biology or equivalent) AND (85 or above in HSC Chemistry or equivalent)] OR [( 75 or above in one junior biology unit) AND (75 or above in one junior chemistry unit)]
  - P (Minimum Band 5 in HSC Chemistry and HSC Biology) or (6 credit points from Chemistry and 6 credit points from Biology)
  - N MBLG1901 or MBLG1991

*Note: Department permission required for enrolment*

### MBLG1991 Molecular Biology and Genetics (SSP)
- **Credit Points:** 6
- **Requirements:**
  - A [( 90 or above in HSC Biology or equivalent) AND (90 or above in HSC Chemistry or equivalent)] OR [( 85 or above in one junior biology unit) AND (85 or above in one junior chemistry unit)]
  - N MBLG1901 or MBLG1991

*Note: Department permission required for enrolment*

### PSYC1001 Psychology 1001
- **Credit Points:** 6

*Second year*

Students must complete:

(i) BCHM2071/2971 or MBLG2071/2971

(ii) BCHM2072/2972

(iii) PHSI2005/2905

(iv) PHSI2006/2906

(v) An additional 24 credit points of intermediate Science electives from Table 1
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Recommended Concurrent Units</th>
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<tbody>
<tr>
<td>BCHM2071</td>
<td>Protein Biochemistry</td>
<td>6</td>
<td>P (MBLG1001 or MBLG1901 or MBLG1991) and (12 credit points of CHEM1XXX)</td>
<td>N BCHM2011 or BCHM2971 &lt;br&gt;Recommended concurrent units of study: MBLG2071 and BCHM2072 for progression to Senior Biochemistry.</td>
</tr>
<tr>
<td>BCHM2971</td>
<td>Protein Biochemistry (Advanced)</td>
<td>6</td>
<td>P (12 credit points of CHEM1XXX) and a mark of 75 in (MBLG1001 or MBLG1901 or MBLG1991)</td>
<td>N BCHM2071 &lt;br&gt;Recommended concurrent units of study: (MBLG2071 or MBLG2971) and &lt;br&gt;(BCHM2072 or BCHM2972) for progression to Senior Biochemistry.</td>
</tr>
<tr>
<td>BCHM2072</td>
<td>Human Biochemistry</td>
<td>6</td>
<td>P (MBLG1001 or MBLG1901 or MBLG1991) and (12 credit points of CHEM1XXX)</td>
<td>N BCHM2002 or BCHM2102 or BCHM2902 or BCHM2112 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808 &lt;br&gt;Recommended concurrent units of study: (MBLG2071 or MBLG2971) and &lt;br&gt;BCHM2071 for progression to Senior Biochemistry.</td>
</tr>
<tr>
<td>BCHM2972</td>
<td>Human Biochemistry (Advanced)</td>
<td>6</td>
<td>P (12 credit points of CHEM1XXX) and a mark of 75 in (MBLG1001 or MBLG1901 or MBLG1991)</td>
<td>N BCHM2072 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808 &lt;br&gt;Recommended concurrent units of study: (MBLG2071 or MBLG2971) and &lt;br&gt;(BCHM2071 or BCHM2971) for progression to Senior Biochemistry.</td>
</tr>
<tr>
<td>MBLG2071</td>
<td>Molecular Biology and Genomics</td>
<td>6</td>
<td>P (MBLG1001 or MBLG1901 or MBLG1991) and 12 credit points of CHEM1XXX</td>
<td>N BCHM2001 or MBLG2111 or MBLG2871 or BCHM2901 or AGCH2001 or MBLG2901 or BCHM2101 or MBLG2101 or MBLG2971 or MBLG2771 or MBLG2001 &lt;br&gt;Recommended concurrent units of study: (BCHM2071 or BCHM2971) and &lt;br&gt;(BCHM2072 or BCHM2972) for progression to Senior Biochemistry.</td>
</tr>
<tr>
<td>MBLG2971</td>
<td>Molecular Biology and Genomics (Adv)</td>
<td>6</td>
<td>P 12 credit points of CHEM1XXX and a mark of 75 in (MBLG1001 or MBLG1901 or MBLG1991)</td>
<td>N MBLG2901 or MBLG2001 or BCHM2001 or AGCH2001 or MBLG2101 or MBLG2871 or MBLG2111 or MBLG2771 or BCHM2101 or MBLG2071 or BCHM2901 &lt;br&gt;Recommended concurrent units of study: (BCHM2071 or BCHM2971) and &lt;br&gt;(BCHM2072 or BCHM2972) for progression to Senior Biochemistry.</td>
</tr>
<tr>
<td>PHSI2005</td>
<td>Integrated Physiology A</td>
<td>6</td>
<td>P (MATH1005 or MATH1905 or MATH1015 orATHK1001) and (6 credit points of CHEM1XXX) and 12 credit points from (BIOL1XXX or MBLG1XXX or PHYS1XXX or PSYC1XXX or CHEM1XXX or MATH1XXX (except MATH1005 and MATH1015 and MATH1905))</td>
<td>N PHSI2901 or PHSI2905 or PHSI2101 or PHSI2001 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808 &lt;br&gt;The completion of 6 credit points of MBLG units of study is highly recommended for progression to Senior Physiology.</td>
</tr>
<tr>
<td>PHSI2905</td>
<td>Integrated</td>
<td>6</td>
<td>P An average mark of 75 in (MATH1005 or MATH1905 or MATH1015 or ATHK1001) and (6 credit points of CHEM1XXX) and 12 credit points from (BIOL1XXX or MBLG1XXX or PHYS1XXX or PSYC1XXX or CHEM1XXX or MATH1XXX (except MATH1005 and MATH1015 and MATH1905))</td>
<td>N PHSI2901 or PHSI2905 or PHSI2101 or PHSI2001 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808 &lt;br&gt;The completion of 6 credit points of MBLG units of study is highly recommended for progression to Senior Physiology.</td>
</tr>
</tbody>
</table>
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Physiology A (Advanced)

(BIOL1XXX or MBLG1XXX or PHYS1XXX or PSYC1XXX or CHEM1XXX or MATH1XXX (except MATH1005 and MATH1015 and MATH1905))
N PHSI2001 or PHSI2901 or PHSI2101 or PHSI2005 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808

Note: Department permission required for enrolment
The completion of 6 credit points of MBLG units of study is highly recommended for progression to Senior Physiology. Note: Departmental Permission required for enrolment in this Unit

PHSI2006 Integrated Physiology B

6

P (MATH1005 or MATH1905 or MATH1015 or ATHK1001) and (6 credit points of CHEM1XXX) and 12 credit points from (BIOL1XXX or MBLG1XXX or PHYS1XXX or PSYC1XXX or CHEM1XXX or MATH1XXX (except MATH1005 and MATH1015 and MATH1905))
N PHSI2902 or PHSI2906 or PHSI2102 or PHSI2002 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808

The completion of 6 credit points of MBLG units of study and 3 credit points of Statistics units of study is highly recommended for progression to Senior Physiology.

PHSI2906 Integrated Physiology B (Advanced)

6

P An average mark of 75 in [(MATH1005 or MATH1905 or MATH1015 or ATHK1001) and (6 credit points of CHEM1XXX) and 12 credit points from (BIOL1XXX or MBLG1XXX or PHYS1XXX or PSYC1XXX or CHEM1XXX or MATH1XXX (except MATH1005 and MATH1015 and MATH1905))]  
N PHSI2102 or PHSI2902 or PHSI2002 or PHSI2006 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808

Note: Department permission required for enrolment
The completion of 6 credit points of MBLG units of study is highly recommended for progression to Senior Physiology. Note: Departmental Permission required for enrolment in this Unit

Third year

Students must complete:

(i) a major in Biochemistry or Microbiology or Nutrition and Metabolism or Physiology or Psychology

(ii) NUTM3001. This Unit may also be counted towards a major

Students must ensure that they have completed no more than 12 credit points of units of study listed outside of Table 1G and Table 1 across their whole degree.

Years 4 & 5

Students who successfully complete progression requirements enrol in the Master of Nutrition and Dietetics degree.

Students complete requirements for the Master of Nutrition and Dietetics degree as set out in the relevant postgraduate chapter.
RECOMMENDATION

That the Academic Board consider and discuss potential changes to its composition to reflect the University’s new organisational structure.

The Composition of the Academic Board under the University’s Proposed New Organisational Structure

At its meeting in December 2015, Senate adopted a new organisational structure for the University. This structure, illustrated in the attachment, has six Faculties and three “Independent Schools”. The structure is summarised\(^1\) as

- Six faculties: Arts and Social Sciences (incorporating Education and Social Work and the Sydney College of the Arts); Business; Engineering and Information Technologies; Science (bringing the existing Division of Natural Sciences into a single faculty); Health Sciences; and a faculty, yet to be named, which will include Medicine, Dentistry, Nursing and Pharmacy.
- Three schools which will remain independent of faculties, reporting to the Provost. These are Sydney Conservatorium of Music, Sydney Law School, and Sydney School of Architecture, Design and Planning.

It was acknowledged that a proposed review of the health and medical sciences may produce some change in that area, however, for the purposes of the present paper, and, in order to illustrate the number of Schools in medicine\(^2\), as well as the disciplines represented by the existing Faculties, the groupings in the attachment have been used.

The current Academic Board is competently elected, and will remain so until the end of 2017, irrespective of changes to the organisational structure. However, a new electorate will be in place for the next election if the organisational changes have been implemented in whole or in part.

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\(^1\) Chancellor’s email of December 16 2016.

\(^2\) The Faculty of Health Sciences is organised by Disciplines. An additional perturbation on the present exercise might equate those with Schools.
The Current Composition of the Academic Board

The current structure of the Academic Board was devised in 2003 and attempted to achieve

(i) Collegiate representation
(ii) A Board of manageable proportions

Its constitution is specified by section 5.1 of the Academic Governance Rule 2003 (the Rule), and is, in summary,

28 ex officio staff (Chair, Vice Chancellor, etc.),
6 ex officio or nominated students (3 postgraduate and 3 undergraduate)
66 staff members elected from the faculties;
16 students one elected from each faculty, college or Board of Studies

The Board also has the authority to co-opt up to 8 additional members.

Thus, the Academic Board has 116 (+up to 8) members, 28 ex officio academic staff, 6 “ex officio” students, 66 elected academic staff and 22 elected students.

The Consequences of no Change to the Academic Governance Rule

If the Academic Governance Rule is applied to the proposed University organisational structure with 6 faculties, the Board would have

20 ex officio staff
6 ex officio or nominated students (3 postgraduate and 3 undergraduate)
30 staff members elected from the faculties; and
6 elected students

Thus, if the Academic Governance Rule was unchanged, the Academic Board would have a total of 62 (+up to 8) members, these being 20 ex officio staff, 6 ex officio students, 30 elected academic staff and 6 elected students.

3 These ex officio members include
“5.1.3.3 The Deans”, a Dean being defined in section 3.1 of the Rule as “a dean of a Faculty; or a director or a principal of an academic college as defined in Part 5 of the Act”. Here, “the Act” is the University of Sydney Act 1989 (as amended). Part 5 of the Act establishes the academic colleges of the University as Sydney Conservatorium of Music, Cumberland College of Health Sciences, Sydney College of the Arts and empowers the Governor to establish academic colleges. That is, Part 5 of the Act defines what is meant by colleges, not what is meant by the term “Dean”.

4 The number of staff elected per faculty is determined by the number of academic staff in that faculty. Since each of the new faculties will likely have more than 100 full-time academic staff, section 5.1.4.2.3 of the Academic Governance Rule indicates that each faculty will elect 5 academic staff members to the Academic Board.

5 This includes the 6 Deans of faculties and the Deans of the two colleges, the College of the Arts and the Conservatorium
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Apart from the reduced numbers, the current faculties of Architecture and of Law would have no representatives (neither elected nor ex officio), the Conservatorium would be represented only by the Dean, and both the Dean of FASS and the Dean of the SCA (a school within FASS, but a College under the Act) would be members of the Board.

There is the possibility of co-opting staff and students from Architecture, the Conservatorium and the Law. This option would be limited to 8 members.

A Possible Structure of a new Academic Board

The Board might keep the same ex officio positions, noting the definition of a Dean (including students, these ex officio members would be 12 staff + 9 Deans +6 ex officio students) and elect academic staff and students on the basis of

1 elected staff member per school\(^6\) = 30 elected staff.
4 elected staff members per faculty and “Independent School” = 36 elected staff.
2 elected students per faculty\(^7\) = 12 elected students.
1 elected student per “Independent School” = 3 elected students.

This version of the Academic Board has 108 (+up to 8) members, 21 ex officio staff, 6 ex officio students, 66 elected staff and 15 elected students.

The decrease in numbers here is due to the reduced number of Deans (16 to 9) and elected students (16 to 15). Including the Deans of the “Independent Schools”, as presaged above, would require a change to the definition of “Dean” in the Rule.

This version has the attractions that it provides a direct link between the Academic Board and the Schools, has representation over all of the University and (almost) preserves the existing numbers of elected members.

The following table illustrates how this structure would change the numbers of elected staff in the current faculties. It may be that a faculty could internally “allocate” elected staff positions to schools within the faculty. Thus, for example, Science could “allocate” one or two of the “faculty” positions to the new schools (former faculties) of Agriculture and Veterinary Science. A variation on this model is that a faculty has 4 elected staff members plus a number equal to the number of schools within the faculty, with none being specifically allocated to individual schools. A faculty might combine these options, so, for example, Science might retain 4 elected positions for a cross faculty election, and allocate 3 elected positions to the new schools of Agriculture and Veterinary Science to add to the positions they have as schools.

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\(^6\) This treats the Business School as a Faculty, not as a Faculty and a school.
\(^7\) An obvious question is why, if the staff are elected per school, the students are not. Staff are appointed to a particular school and may be expected to stay with that school for their elected term. Students, however, study in several schools, depending on their subject choices, and those choices may change during a student’s tenure. To the extent that currently elected students do so, they will, however, remain associated with a particular faculty – that responsible for their enrolment, at the time of the election.
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<table>
<thead>
<tr>
<th>Current Faculty</th>
<th>Current numbers of elected academic staff</th>
<th>Alternate numbers of elected staff</th>
<th>Possible numbers of elected academic staff</th>
<th>A variant with Faculty internal allocations</th>
<th>Elected positions per new Faculties</th>
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</thead>
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<tr>
<td>Agriculture</td>
<td>4</td>
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<td>up to 5</td>
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<td>Architecture</td>
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<td>5</td>
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<td>11</td>
<td>3</td>
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<td>Dentistry</td>
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<td><strong>-</strong></td>
<td><strong>66</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

Respect is a core value of the Academic Board
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Legislative Framework

The Australian Tertiary Education Quality and Standards Agency, TESQA, was established to regulate and provide quality assurance on the Australian Higher Education sector. It does so by registering higher education providers and evaluating their performance against the Higher Education Standards Framework. To assist in that process, TESQA provides Guidance Notes “intended to provide greater clarity for providers in the interpretation and application of selected standards.”

That on Academic Governance is available at:

It includes the following overview “Academic governance is concerned with the integrity and quality of the core higher education activities of teaching, research and scholarship” and summary

“Specific provider registration standards particularly relevant to academic governance are:

**Standard 3.1:** The higher education provider has a corporate governing body that has responsibility for oversight of all of the higher education provider’s higher education operations, including conferral of its higher education awards, and to which management is accountable.

**Standard 3.3:** The higher education provider’s corporate governance arrangements demonstrate a clear distinction between governance and management responsibilities.

**Standard 3.7:** The higher education provider’s corporate governing body protects the academic integrity and quality of the higher education provider’s higher education programs through academic governance arrangements that provide a clear and discernible separation between corporate and academic governance, including a properly constituted academic board and course advisory committees.

**Standard 3.8:** The higher education provider’s corporate and academic governance arrangements demonstrate: – the effective development, implementation and review of policies for all aspects of the higher education provider’s academic activities including delivery of the higher education provider’s courses of study by other entities – the maintenance of academic standards, with appropriate mechanisms for external input, in accordance with international conventions for good academic practice, and – effective quality assurance arrangements for all the higher education provider’s higher education operations, encompassing systematic, monitoring, review and improvement.”

**Higher Education Standards Framework**

The Higher Education Standards Framework distinguishes between Corporate and academic Governance.

Its standards for Academic Governance are

1.1 **Academic Governance**

Processes and structures are established and responsibilities are assigned that collectively:

- achieve effective academic oversight of the quality of teaching, learning, research and research training
- set and monitor institutional benchmarks for academic quality and outcomes
establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and

provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices.

Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:

- developing, monitoring and reviewing academic policies and their effectiveness
- confirming that delegations of academic authority are implemented
- 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
- maintaining oversight of academic and research integrity, including monitoring of potential risks
- monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes
- critically evaluating the quality and effectiveness of educational innovations or proposals for innovations
- evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and
- monitoring and reporting to the corporate governing body on the quality of teaching, learning, research and research training.

Students have opportunities to participate in academic governance.

Whilst those for Corporate Governance are:

It defines Corporate Governance as

**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.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Megan Kemmis (Executive Officer to Academic Board)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
</tr>
<tr>
<td>Paper title</td>
<td>Nomination of Committee members and amendment of committee terms of reference</td>
</tr>
<tr>
<td>Purpose</td>
<td>To ask the Academic Board to approve the appointment or co-option of members to the standing committees of the Academic Board and make minor amendments to their terms of reference.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Board approve:
(1) the appointment or co-option of academic staff and student members to the Academic Standards and Policy Committee, Admissions Committee, Graduate Studies Committee and Undergraduate Studies Committee, noting that the term of membership will be until 31 December 2016 for student members and until 31 December 2017 for staff members; and
(2) the amendment of the terms of reference for the Admissions Committee, with immediate effect.

PROPOSAL

Further nominations have been received to fill some of the remaining membership vacancies on the Academic Board’s standing committees. Some additional changes are also recommended to the terms of reference of the Admissions Committee to include further ex officio members to that committee.
Non-Confidential

Academic Standards and Policy Committee

Ex Officio Members
the Chair of the Committee
the Chair of the Academic Board, or nominee
the Deputy Vice-Chancellor (Education), or nominee
the Director, Education Innovation, or nominee

the President of the Students’ Representative Council, or nominee
the President of the Sydney University Postgraduate Representative Association, or nominee

Appointed Members
The Academic Board shall appoint one member from each faculty and at one postgraduate coursework and one postgraduate research student member nominated by members of the Board:

Agriculture, Food and Natural Resources  Associate Professor Tom Bishop
Architecture, Design and Planning  Associate Professor Glen Hill
Arts and Social Sciences  Dr Mark Melatos
University of Sydney Business School  Associate Professor Geoff Frost
Dentistry  Associate Professor Tania Gerzina
Education and Social Work  Dr Robyn Gibson
Engineering and Information Technologies  Dr Peter Gibbens
Health Sciences  Dr Debra Shirley
Law  Professor Greg Tolhurst
Medicine  Dr Peter Knight
Nursing and Midwifery  TBA
Pharmacy  Dr Veysel Kayser
Science  Mrs Helen Agus
Sydney College of the Arts  Associate Professor Ann Elias
Sydney Conservatorium of Music  Dr Jennifer Rowley
Veterinary Science  TBA

Undergraduate student  Ms Subeta Vimalarajah
Postgraduate student  Ms Kylee Hartman-Warren

Co-opted Members
The following members are co-opted to represent the Academic Board:

- Dr Frances di Lauro (Faculty of Arts and Social Sciences)
- Associate Professor Maurice Peat (University of Sydney Business School)
- Associate Professor Tim Allender (Faculty of Education and Social Work)
- Professor Manuel Graeber (Faculty of Medicine)
Non-Confidential

Admissions Committee

Ex Officio Members
the Chair of the Committee
the Chair of the Academic Board
the Chairs of the Undergraduate Studies and Graduate Studies Committees
the Deputy Vice-Chancellor (Registrar)
the Director, Student Recruitment, or nominee
the Director, Admissions, or nominee
the Head, Widening Participation, or nominee
the Director, Planning and Information Office, or nominee
the President of the Students’ Representative Council, or nominee
the President of the Sydney University Postgraduate Representative Association, or nominee

Appointed Members
Three Deans appointed biennially by the Academic Board on the advice of the Chair of the Academic Board, or their nominees

<table>
<thead>
<tr>
<th>University of Sydney Business School</th>
<th>Dean or nominee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering and Information Technologies</td>
<td>Dean or nominee</td>
</tr>
<tr>
<td>Science</td>
<td>Dean or nominee</td>
</tr>
<tr>
<td></td>
<td>Ms Jas Chambers (nominee)</td>
</tr>
</tbody>
</table>

Undergraduate student | Mr Max Hall (Faculty of Arts & Social Sciences) |
Postgraduate student | TBA |

Co-opted Members
Four co-opted members from the following faculties:

| Arts and Social Sciences | TBA |
| Education and Social Work | TBA |
| Health Sciences | Professor Michelle Lincoln |
| Law | Professor Greg Tolhurst |
Non-Confidential

Graduate Studies Committee

Ex Officio Members
the Chair of the Committee
the Chair of the Academic Board, or nominee
the Chairs of Sub-Committees of the Graduate Studies Committee, if not already members
the Director, Graduate Research, or nominee
the President of the Sydney University Postgraduate Representative Association, or nominee

Appointed Members
The Academic Board shall appoint one member from each faculty and at one postgraduate coursework and one postgraduate research student member nominated by members of the Board:

Agriculture, Food and Natural Resources    Associate Professor Michael Kertesz
Architecture, Design and Planning    Associate Professor Paul Jones
Arts and Social Sciences    Associate Professor Gaby Ramia
University of Sydney Business School    Associate Professor Geoff Frost
Dentistry    Dr Munira Xaymardan
Education and Social Work    Associate Professor David Hirsch
Engineering and Information Technologies    Associate Professor Marjorie Valix
Health Sciences    Associate Professor Lynette MacKenzie
Law    Associate Professor David Hamer
Medicine    Associate Professor Patrick Kelly
Nursing and Midwifery    Dr Andrea McCloughen
Pharmacy    Professor Jo-Anne Brien
Science    Dr Tim Newsome
Sydney College of the Arts    Mr Justin Trendall
Sydney Conservatorium of Music    Associate Professor Kathleen Nelson
Veterinary Science    TBA

Postgraduate coursework student
Postgraduate research student

Co-opted Members
The following members are co-opted to represent the Academic Board:

• Dr Susan Park (Faculty of Arts and Social Sciences)
• Associate Professor Rachel Codd (Faculty of Medicine)
Non-Confidential

Undergraduate Studies Committee

Ex Officio Members
the Chair of the Committee
the Chair of the Academic Board, or nominee
the Chair of the Admissions Committee, if not already a member
the Director, Educational Innovation, or nominee
the Deputy Registrar, or nominee
the President of the Students’ Representative Council, or nominee

Appointed Members
The Academic Board shall appoint one member from each faculty and at least one undergraduate student member nominated by members of the Board:

<table>
<thead>
<tr>
<th>Faculty/Programme</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food and Natural Resources</td>
<td>Associate Professor Tina Bell</td>
</tr>
<tr>
<td>Architecture, Design and Planning</td>
<td>TBA</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>Dr Melissa Hardie</td>
</tr>
<tr>
<td>University of Sydney Business School</td>
<td>Associate Professor Rae Cooper</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Dr Kimberley Mathieu Coulton</td>
</tr>
<tr>
<td>Education and Social Work</td>
<td>TBA</td>
</tr>
<tr>
<td>Engineering and Information Technologies</td>
<td>Professor Alan Fekete</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Dr Mark Halaki</td>
</tr>
<tr>
<td>Law</td>
<td>Professor Gail Mason (S1 2016))</td>
</tr>
<tr>
<td></td>
<td>Associate Professor Jamie Glister (from S2 2016)</td>
</tr>
<tr>
<td>Medicine</td>
<td>(Note that Medicine no longer has undergraduate courses)</td>
</tr>
<tr>
<td>Nursing and Midwifery</td>
<td>Dr Jennifer Green</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Dr Stephen Carter</td>
</tr>
<tr>
<td>Science</td>
<td>Dr Jenny Saleeba</td>
</tr>
<tr>
<td>Sydney College of the Arts</td>
<td>Mr Andrew Lavery</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>Dr James Humberstone</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>TBA</td>
</tr>
<tr>
<td>Undergraduate Student</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Co-opted Members
The following member is co-opted to represent the Academic Board:
- Dr Eric Knight (University of Sydney Business School)
RECOMMENDATION

That the Academic Board note the report on the Inherent Requirements 2016 Renewal, and the invitation to faculties to make recommendations to the Inherent Requirements Advisory Committee (IRAC) by 11th April 2016.

EXECUTIVE SUMMARY

Following extensive consultation with faculties in 2015, the Inherent Requirements for health professional and other professional courses were developed. The Inherent Requirements make available clear guidance for students and staff in relation to our professional degrees.

The IRAC is commencing the Inherent Requirements 2016 Renewal.

Faculties are invited to submit any recommendations for changes to the Inherent Requirements to Myrophora Koureas myrophora.koureas@sydney.edu.au by Monday 11 April 2016. Recommendations will be considered by IRAC after this time.

BACKGROUND

Since September 2015, Inherent Requirements have been in place for the following courses:

- Exercise Science
- Physiotherapy
- Speech Pathology
- Occupational Therapy
- Pharmacy
- Nutrition and Dietetics
- Medicine
- Social Work
- School Counselling
- Primary Education
- Exercise Physiology
- Diagnostic Radiology
- Rehabilitation Counselling
- Nursing
- Dentistry
- Clinical Psychology
- Animal and Veterinary Sciences
- Early Childhood Education
- Secondary Education

In April 2015, the SEG Education Committee endorsed the establishment of the Inherent Requirements Advisory Committee (IRAC), a sub-committee of SEG Education to oversee the annual inherent requirements renewal process to ensure that they remain contemporary and take advantage of emerging assistive and educational technologies available.

The IRAC Membership and ToR were endorsed as follows.

Membership

DVC (Education) (or nominee)
Director, Student Support Services (or nominee)
Richard Fisher, General Counsel (or nominee)
Non-Confidential

Terms of Reference

The Inherent Requirements Advisory Committee will:

1. Provide advice to SEG Education on the introduction of the inherent requirements across the University.
2. Establish a schedule of review of all inherent requirements commencing 2016.
3. Consider and approve proposed faculty changes to inherent requirement lists. Any significant changes may be referred to the SEG Education Committee and the SEG Disability Action Plan Committee for advice.
4. Consider any queries from students and staff about specific inherent requirements and adjustments.

2016 Inherent Requirements Advisory Committee members

In 2016 the IRAC members include:

Associate Professor Christine Jorm (Chair) (DVC Education nominee)
Dagmar Kminiak, Head, Disability Services (Director, Student Support Services nominee)
Sarah Heesom, Consultant Solicitor to the Office of General Counsel

Note that membership is the same as 2015.
RECOMMENDATION

That the Academic Board note the report of the student members of the Academic Board on:

(1) Anonymous marking;
(2) Simple extensions;
(3) Centralised University phone line; and
(4) NTEU and Student Rally

STUDENT MEMBERS' REPORT TO ACADEMIC BOARD, 30/3/16

We appreciate the Board’s willingness to hear from and consult with the student body via the student members. We hope our reports throughout the year assist the Board by articulating student perspectives on policy changes before the Board and drawing attention to wider issues that the Board ought to consider.

Anonymous marking

The Academic Standards and Policy Committee’s support of anonymous marking is welcome. We are looking forward to discussion of its implementation in the new Learning and Teaching procedure.

Simple Extensions

We note the proposed amendments to the Coursework Policy 2014 and the Assessment Procedures 2011 which clarify much of the confusion surrounding Simple Extensions.

We remain concerned about the miscommunication of last year’s policy changes and reports that information to staff about changes was unclear or inaccurate. It has been the experience of many student board members that the lack of a clear policy or guidelines for its communication has led to considerable confusion among students about the state of Simple Extensions—many simply do not know that they are well within their rights to apply for an extension and that they ought to email their UoS Coordinator to do so. Anecdotally, it appears that UoS coordinators are often similarly unclear about their role in the new process and the autonomy they have to grant simple extensions.

We worry that this may have already unnecessarily prevented students accessing Extensions and will certainly do so for the remainder of the Semester 1. We urge the Board and the Registrar’s office to ensure that the amendments proposed today are quickly and effectively communicated to all staff and students.

Centralised University phone line

As the Board may be aware, the collapse of faculty-specific phone lines into the University wide line at the start of this semester has been a significant cause of concern among students. Students experienced longer wait times around enrolment and often found that specific or complicated enquiries about their degrees could not be answered. Student members would welcome efforts to ensure that reliable advice about degree progression and other faculty-specific information does not become more difficult or stressful to access than it already is.
Non-Confidential

NTEU and Student Rally

We note the attendance of several hundred staff members and students at a March 16 rally hosted by the NTEU. We feel it is important that the Board is aware of ongoing dissent to many elements of the restructure, particularly the merger of the Faculty of Education and Social Work into Arts and Social Sciences. We hope that the Board is willing to represent the views of staff and students in its internal consultation and representation to SEG and the Senate.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Megan Kemmis (Executive Officer to Academic Board)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
</tr>
<tr>
<td>Paper title</td>
<td>Honours and Distinctions</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Academic Board of honours and distinctions awarded to staff and students of the University of Sydney.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

*That the Academic Board note the report of the Chair of the Academic Board on the honours and distinctions and congratulate the recipients.*

**LIST OF HONOURS AND DISTINCTIONS**

*Associate Professor Mark McENTEE and Mr Ernest EKPO, Faculty of Health Sciences*  
Awarded the Editor’s Choice paper for 2015 by Radiography, the UK’s premier journal for diagnostic radiography and radiation therapy worldwide.

*Professor Keith TRIGWELL, Institute for Teaching and Learning*  
Awarded an Honorary Doctorate by the Lund University Faculty of Engineering.
RECOMMENDATION

That the Academic Board note the correspondence register.

CORRESPONDENCE REGISTER

Members are asked to note the following items of correspondence:

26/02/16 Correspondence with the Chair of the Admissions Committee regarding the Committee.
<table>
<thead>
<tr>
<th><strong>Author</strong></th>
<th>Megan Kemmis (Executive Officer to Academic Board)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reviewer/Approver</strong></td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
</tr>
<tr>
<td><strong>Paper title</strong></td>
<td>Amendment to 2017 Semester Dates for the University of Sydney Business School</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>To request the Academic Board approve variations to the 2017 Semester Dates for the University of Sydney Business School.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Board approve the request from the University of Sydney Business School to amend its semester dates for 2017 for the Master of Business Administration, as set out in the report presented

**EXECUTIVE SUMMARY**

The purpose of the proposal is to advise Academic Board of the proposed semester timetable for the MBA in 2017 and request that additional sessions be created in SITS to accommodate teaching format.
Minor Course Amendment Proposal

Faculty: University of Sydney Business School

Contact person: Kate Munro

1. **Name of award course**
   Master of Business Administration (MBA)

2. **Purpose of proposal**

   The purpose of the proposal is to advise Academic Board of the proposed semester timetable for the MBA in 2017 and request that additional sessions be created in SITS to accommodate teaching format.

   The University of Sydney MBA has been designed to be a highly experiential, coaching-intensive, team-based program. Each unit of study runs over 13 weeks. The part-time program was launched in 2013 and a full-time program is now under development.

   The focus on experiential learning in the MBA requires a different approach to timetabling, compared to a standard unit of study delivery. MBA units run in three types of modes:

   - Weekly classes run over 13 weeks
   - Intensive block mode run over 13 weeks, entailing a series of 2-3 day intensive sessions
   - On-site international business projects run over 13 weeks, entailing 4-5 sessions held on campus followed by 2 weeks offshore and follow up sessions upon return.

   In addition, students undertake 200 hours of coaching training and class coaching, as part of developing their personal and interpersonal skills.

   Currently the MBA units of study only fit into the two main University semester sessions, greatly limiting choice for students. Specifically, numerous clashes arise between weekly, intensive blocks and offshore units, limiting choice and progression. Further, the additional coaching requirements inhibits the ability of students to maintain a consistent part-time enrolment during the coaching period.

   We request that additional sessions be created in SITS to accommodate the coaching component of the program and to enable students to avoid clashes between weekly, intensive and offshore project units. Specifically, we request three additional sessions be created for the current part-time MBA. These would be of 13 weeks duration, with the existing semester 1 and semester 2 sessions to continue to be the commencing semesters for all MBA students.

   The additional sessions will also facilitate the delivery of the full-time MBA program over an 18 month period, allowing for coaching components, offshore units, and completion of the capstone unit on a stand-alone basis.

   The University of Sydney Learning and Teaching Policy (2015) states the following in section 13 “Teaching Policy”:

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

   It is under these clauses that we make this request.
Non-Confidential

3. Details of amendment
See attached timetable

4. Transitional arrangements
N/A

5. Other relevant information
It is requested that the following (13 week) sessions be created to accommodate MBA teaching:

<table>
<thead>
<tr>
<th>Session</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA Session 1</td>
<td>30 January 2017</td>
<td>30 April 2017</td>
</tr>
<tr>
<td>MBA Session 2</td>
<td>15 May 2017</td>
<td>13 August 2017</td>
</tr>
<tr>
<td>MBA Session 3</td>
<td>28 August 2017</td>
<td>26 November 2017</td>
</tr>
</tbody>
</table>

6. Signature of Dean

Proposed MBA 2017 Timetable

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Session Week</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-30</td>
<td>week 1</td>
<td>Session 1 commences</td>
</tr>
<tr>
<td>Feb-06</td>
<td>week 2</td>
<td></td>
</tr>
<tr>
<td>Feb-13</td>
<td>week 3</td>
<td></td>
</tr>
<tr>
<td>Feb-20</td>
<td>week 4</td>
<td>Session 1 Census Date</td>
</tr>
<tr>
<td>Feb-27</td>
<td>week 5</td>
<td></td>
</tr>
<tr>
<td>Mar-06</td>
<td>week 6</td>
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</tr>
<tr>
<td>Mar-13</td>
<td>week 7</td>
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</tr>
<tr>
<td>Mar-20</td>
<td>week 8</td>
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<tr>
<td>Mar-27</td>
<td>week 9</td>
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<tr>
<td>Apr-03</td>
<td>week 10</td>
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<tr>
<td>Apr-10</td>
<td>week 11</td>
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<tr>
<td>Apr-17</td>
<td>week 12</td>
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<td>Apr-24</td>
<td>week 13</td>
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<td>May-29</td>
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<td>week 4</td>
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<td>Jul-31</td>
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<td>Sep-04</td>
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<td>Sep-18</td>
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<td>Oct-02</td>
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<td>Nov-06</td>
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<td>Nov-13</td>
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<td>Stu Vac</td>
</tr>
<tr>
<td>Nov-20</td>
<td>13</td>
<td>Exam week</td>
</tr>
</tbody>
</table>
## 2017 MBA Calendar

### (C) Core Units / (E) Elective Units

**Weeknight classes are generally 6pm - 10pm**

**Weekend classes are generally 9am - 5pm**

<table>
<thead>
<tr>
<th>Month</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 2017</td>
<td></td>
<td></td>
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<td>25</td>
<td>26</td>
<td>Public Holiday Australia Day</td>
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<td>28</td>
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<tr>
<td>30</td>
<td>Session One Weekly 1</td>
<td>31</td>
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<tr>
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<td>Weekly 1</td>
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<td>Weekly 2</td>
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<td>Weekly 3</td>
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<td>14</td>
<td>Weekly 2</td>
<td>15</td>
<td>Weekly 3</td>
<td>16</td>
<td>Weekly 4</td>
</tr>
<tr>
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<td>CENSUS DATE Session ONE SMBA6006</td>
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*Respect is a core value of the Academic Board*
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Respect is a core value of the Academic Board
RECOMMENDATION

That the Academic Board note the report of the Admissions Committee meeting held on 9 March 2016 and:

1. approve amendments to the Coursework Policy 2014 relating to the Dux Entry Scheme with effect from 1 July 2016; and

2. approve the proposal from the Faculty of Engineering and Information Technologies to correct the assumed knowledge details for the Bachelor Information Technology/Bachelor of Commerce combined degree, with immediate effect.

ITEMS FOR DECISION

8.1 Amendments to the Coursework Policy: Dux Scheme

The Registrar reported on the Dux Entry Scheme for the Semester 1 2016 admission round, and proposed amendments to the scheme, as presented below.

The Dux Entry Scheme is an Admissions Pathway Scheme introduced in 2016. This scheme has shown itself in its first year to be successful at identifying and attracting a group of applicants who are able to demonstrate qualities in addition to the ATAR that would indicate that they have the ability to succeed at university. However, there are other groups who have displayed abilities above and beyond the ATAR, and who would be equally suited to receive offers to the University of Sydney. Recruiting applicants who have already demonstrated leadership potential ties in closely with the aims of the University’s strategic discussion papers.

It is therefore proposed to expand an appropriately-renamed scheme to include school captains. This is expected to attract a cohort of applicants who are exceptionally well suited to embody the desired attributes of a graduate of the University of Sydney, to increase the number of offers to exceptional applicants for 2017 and, based on the results of the 2016 intake, to increase the diversity of our student body by increasing the percentage of offers to students from rural schools.

To enable this, an amendment to the Coursework Policy 2014 is proposed, as follows:

30A Future Leaders Dux Entry Scheme

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

(2) The Future Leaders Scheme entry for specified courses is available for specified courses, to domestic and international applicants who:

(a) are eligible current school leavers attending a secondary school registered with the NSW Department of Education listed in S4.9, including applicants who hold an International Baccalaureate;

(b) are nominated by their school principal or nominee as dux or captain of the school; and
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(c) have an ATAR or ATAR equivalent that lies below the previous year’s ATAR cut-off for that course and a lower limit that is not less than the Minimum Eligibility Score for that course; and

(d) meet all other applicable course entry requirements.

(3) The Dux Entry Scheme is comprised of 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.

8.2 Minor Course Amendment Proposal: Faculty of Engineering and Information Technologies

The Faculty of Engineering and Information Technologies proposes to correct the assumed knowledge details for the Bachelor Information Technology/Bachelor of Commerce degree as recorded in the document Admissions Standards – Assumed Knowledge and Special Entry Requirements.

Assumed Knowledge is currently listed as “Mathematics or HSC Mathematics Extension 1, Physics”. As Physics is not assumed knowledge for either the Bachelor of Information Technology or Bachelor of Commerce, this entry appears to be an error. It is therefore proposed to correct the requirement to read: “Mathematics or HSC Mathematics Extension 1 (depends on the first-year units selected).”

OTHER BUSINESS

The Admissions Committee also:

• noted new membership, including the appointment of Associate Professor Tim Wilkinson as Chair of the Committee;

• noted the report of the Academic Board meeting held on 24 February 2016; and

• received an interim verbal report from the Deputy Vice-Chancellor (Registrar) on the Semester 1 2016 admission round.
Minor Course Amendment Proposal

Faculty: Engineering and Information Technologies

Contact person: A/Prof Tim Wilkinson ext. 15164, Christine Lacey ext. 40678

1. Name of award course
   Admissions Standards – Assumed Knowledge and Special Entry Requirements

2. Purpose of proposal
   To correct the assumed knowledge details for the Faculty of Engineering and Information Technologies with regard to the following degree:
   Bachelor Information Technology/Bachelor of Commerce

3. Details of amendment
   The assumed knowledge currently listed is “Mathematics or HSC Mathematics Extension 1, Physics”. Physics is not assumed knowledge for either the Bachelor of Information Technology or Bachelor of Commerce, so this entry appears to be an error.
   
   The entry should be amended to:
   “Mathematics or HSC Mathematics Extension 1 (depends on the first-year units selected).”

4. Transitional arrangements
   N/A

5. Other relevant information

6. Signature of Dean

   [Signature]

   [30 March 2016]

Respect is a core value of the Academic Board
Assumed Knowledge and Special Entry Requirements  
(as referenced in clause 49 of the Coursework Policy 2014)

Engineering and Information Technologies

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Respect is a core value of the Academic Board
RECOMMENDATION

The Academic Board to note the report from meeting of the Undergraduate Studies Committee held on 16th March 2016, and:

1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours to introduce new majors (the Internet of Things and Humanitarian Engineering) and the consequent amendments to the course resolutions with effect from 1 January 2017; and

2. approve the proposal from the Faculty of Arts and Social Sciences to clarify the provision of credit involving units of study for majors in undergraduate courses and the consequent amendment of the faculty resolutions with immediate effect.

ITEMS FOR DECISION

9.1 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours – proposal to introduce new majors (Internet of Things and Humanitarian Engineering) 2-8

The Faculty of Engineering is proposing to introduce two new majors, “Internet of Things” and “Humanitarian Engineering” to the Bachelor of Engineering Honours.

9.2 Faculty of Arts and Social Sciences: Faculty Resolutions 9-11

The Faculty of Arts and Social Sciences has developed a local provision regarding the provision of credit. A review of an earlier version of the document by OGC and the Chair of the Academic Board resulted in the recommendation that one clause be removed from the local provision and inserted into the Faculty Resolutions. The Faculty has made this amendment and is seeking approval to amend the Faculty Resolutions as an errata to the 2016 faculty handbook.

ITEMS FOR NOTING

The Committee also:
• noted the reports of the Academic Board meetings held on 2 December 2015 and 24 February 2016.

Associate Professor Wendy Davis
Chair, Undergraduate Studies Committee
Faculty: Engineering and IT

Contact person: A/Prof. Yonghui Li (yonghui.li@sydney.edu.au)

1. Name of award course
   Bachelor of Engineering Honours (Major in Internet of Things)

2. Purpose of proposal
   Connected smart objects, platforms and environments have been identified as the next big technology development enabling significant society changes and economic growth, at a predicted annual rate of 20%. The entire physical world will be connected to the Internet. The intelligent network for automatic interaction and processing between objects and environments, referred to as the Internet of Things (IoT), will become an inherent part of areas such as electricity, transportation, industrial control, retail, utilities management, healthcare, water resources management and mining. It is predicted by the end of this decade, there will be trillions devices deployed worldwide. Its great market potential is attracting investments from governments, telecom operators, manufacturers and industry users.

   To respond to such a significant demand from IoT industry and students and be aligned with Faculty's new strategic plan to “ensure Faculty offerings are relevant and attractive”, the School of Electrical and Information Engineering and School of Information Technology would like jointly propose a new Bachelor of Engineering major in Internet of Things (IoT) to incorporate emerging strategic imperatives in its program development.

   The Internet of Things consists of sensors that collect data, communication networks for data transmission and data analytics applications for evaluating data and making decision. The major will cover these three key aspects of IoT by combining the study of telecommunications, electrical and computer engineering, with an emphasis on wireless communications, networks, sensor devices, data technologies and its applications in smart grids and critical infrastructure. The new major aims to offer a comprehensive program with state of the art IoT technologies and students can engage in the creative development of the innovative Internet of Things.

   In this major, the students will learn various programming languages, embedded systems, real time operating systems, communications networks, wide range of sensors, data analytics technology, security techniques and IoT system design methods and engineering implementation techniques that are essential for the development of IoT industry.

3. Details of amendment
   The major will adopt the common units of study as the electrical engineering major in the first two years. The 3rd and 4th years’ program includes some existing UoS and several new UoS designed specifically for this new major.

   Proposed new UoS in the 3rd and 4th year for IoT major:
   ELEC5518: IoT for Critical Infrastructures
   ELEC5517: Software Defined Networks

   Major Table (Internet of Things)
   Complete 12cp from:
   ELEC5517 Software Defined Networks
   ELEC5514 Network Embedded Systems

   Complete 12cp from:
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ELEC5518 IoT for Critical Infrastructures
ELEC5616 Computer and Network Security
ELEC5208 Intelligent Electricity Networks
ELEC5508 Wireless Engineering
INFO3406 Introduction to Data Analytics
COMP5047 Pervasive Computing
COMP5216 Mobile Computing
COMP5426 Parallel and Distributed Computing

Streams in which this major may be taken:
This major has been nominally designed for students in the Electrical stream but is available to all students.

Change to Course Resolutions:
Bachelor of Engineering (Honours)
Clause 7 Majors
(Appendix 1)

4. Transitional arrangements

The new major will apply to all students commencing in 2016 and beyond. The major will adopt the existing units of study as the electrical engineering major in the first two years. New UoS for the 3rd and 4th year will be proposed and developed in 2016 and 2017 before these students commence their 3rd and 4th years of their study in 2018 and beyond.

5. Other relevant information

6. Signature of Dean
1. **Name of award course**
   Bachelor of Engineering Honours (Major in Humanitarian Engineering)

2. **Purpose of proposal**
   The purpose of the proposal is to amend the BE Course Resolution to include a new Major in Humanitarian Engineering.

   “Expand and diversify opportunities for students to develop as global citizens” is strategy number five in The University of Sydney 2011-2015 Strategic Plan. However, drawing on surveys of the staff and the students, the first discussion paper on the university 2016-2020 planning process has identified that this goal not been attained.

   The new Humanitarian Engineering Major will start in 2017 and will be the first of its kind in Australia. However, programs that prepare students to lead large infrastructure projects in diverse and low-capacity contexts already exist in some countries overseas and these course have been found to attract highly-motivated students and a high proportion of female students.

   The Humanitarian Engineering Major will be open to all students from any engineering discipline. After obtaining technical knowledge in their specialized disciplines from the respective schools in the Faculty of Engineering and IT, students will be able to enrol in the 3rd and 4th year into the units of this major, which will provide them the opportunity to connect their technical knowledge with issues of international development, disaster recovery, and social inclusion in remote areas.

   This will be achieved through a battery of two new classroom units provided by the Faculty of Engineering and IT, one online unit provided by the Faculty of Arts and Social Sciences, and a new fieldwork unit conducted in collaboration with industrial partners.

   The units will have no formal prerequisites to enable any engineering student to enrol regardless their past choice of units. Students will learn from experienced practitioners and our industrial partners how to work in disadvantaged communities, fragile states, and communities in disaster recovery (Humanitarian Engineering unit). They will learn about the connection between technological and infrastructural development and sustainable economic and social development in developing countries (Engineering for Sustainable Development unit). The students will also learn to apply interdisciplinary thinking to the analysis of challenges faced by Australian neighbours, such as rapid urbanization and social inequality (Understanding South East Asia unit provided by the Faculty of Arts and Social Sciences – this unit is provided online to minimize schedule clashes of students who are overseas or who need to take more units than the minimum required by their school to satisfy the conditions of this major). Finally, the students will try to tackle all of these issues by themselves in the field (Global Engineering Fieldwork unit).

   The content of the units is based to a large degree upon demands voiced by our industrial partners and the units will be delivered in collaboration with them. Overseas field work will be implemented together with Engineers without Borders. Industry partners who work in this space such as Asian Development Bank, GHD, Cardno, and Snowy Mountains Engineering Corporation, RedR, and SkyJuice are also strongly supportive of this initiative.

   The students who graduate with this major will have crucial skills to plan, implement, and maintain infrastructure in developing countries as well as remote rural areas in Australia.

2. **Details of amendment**
   To complete the Humanitarian Engineering major, students will complete units as follows:
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**Major Table**
Complete all 24cp from:
CIVL3XXX: Humanitarian Engineering (proposed new unit of study)
CIVL5XXX: Engineering for Sustainable Development (proposed new unit of study)
CIVL5XXX: Global Engineering Field Work (proposed new unit of study)
ASNS2665: Understanding Southeast Asia (existing unit of study)

Streams in which this major may be taken:
This major has been nominally designed for students in the Civil Engineering stream but is available to all students.

Change to Course Resolutions:
Bachelor of Engineering (Honours)
Clause 7 Majors
(Appendix 1)

4. **Transitional arrangements**

The new major will be available to all students commencing in 2016 and beyond. New UoS for the 3rd and 4th year will be proposed and developed in 2016 and 2017 before these students commence their 3rd and 4th years of their study in 2018 and beyond.

5. **Other relevant information**
N/A
Non-Confidential

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

(1) The Bachelor of Engineering Honours is available in the following 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

(2) Completion of a stream is a requirement of the course.

(3) 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 able to complete the new stream in the normal time period.

(4) Flexible First Year

(a) Undergraduate students entering first year of the Engineering courses in Semester 1 may apply to undertake the Flexible First Year program, instead of choosing a particular stream.

(b) The Flexible First Year Program is listed in the Flexible First Year Table. At the end of Semester 1 Students may transfer into approved streams as defined in the following clause, or may choose to continue in the Flexible First Year Program for Semester 2, though Semester 2 units may or may not count towards their course, depending on the final choice of stream.

(c) Those students who have met the requirements for first year entry (ATAR cut-off or equivalent) into a particular Engineering program will be guaranteed approval to transfer into that program even though they chose the Flexible First Year Program. Students who did not meet the first year entry requirements for specific streams, but subsequently attained average marks in the Flexible First Year Program that met or surpassed the specified requirements for those streams will also be eligible to apply for transfer into those streams. The transfer requirements will be approved by the Dean or nominee. These conditions will also apply for combined degree candidates.

4 Admission to Candidature

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

7 Majors
(1) There is no requirement to complete a major.
(2) Availability of Majors:
   (a) There are no restrictions on students attempting majors other than the Space Engineering and Humanitarian Engineering majors.
   (ab) 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.
   (bc) Students can be awarded multiple majors where those majors are available without the limits specified in clause (2)(ab) 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.
   (cd) Students cannot be awarded a major that has a title directly associated with the name of their stream.
   (de) 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.
   (f) Entry to the Humanitarian major may be on a competitive basis, subject to demand. Any required application process and selection criteria will be approved by the Dean or nominee.
(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;
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(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
(c) Construction Management
(d) Electrical Engineering
(e) Environmental Engineering
(f) Geotechnical Engineering
(g) Humanitarian Engineering*
(h) Information Technology
(i) Internet of Things*
(j) Materials
(k) Mechanical Engineering
(l) Mechatronic Engineering
(m) Power Engineering
(n) Space Engineering
(o) Structures
(p) Telecommunications Engineering
(q) Transport Engineering
* available from 2017

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 will take effect from 1 January, 2017.
(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.
1. Name of award course
Resolutions of the Faculty

2. Purpose of proposal
To amend the Resolutions of the Faculty to include a requirement that students must complete a minimum of 12 intermediate-senior or advanced-senior credit points towards a major at Sydney in order for that major to be awarded.

The introduction of this requirement was initially endorsed by DEC as a provision, however the OGC and Academic Board have advised that it is more appropriate to be included in the Resolutions of the Faculty.

3. Details of amendment

Part 4: Progression, Results and Graduation

16 Undergraduate majors

(a) A major from Table A is offered by the Faculty of Arts and Social Sciences and consists of a minimum of 36 senior credit points in a defined subject area at senior-intermediate and senior-advanced level, including at least 6 credit points at senior-advanced level.

(b) In order for a major to be awarded, a minimum of 12 intermediate-senior or advanced-senior credit points must be completed at the University of Sydney from the respective Department.

(2) Units of study counted towards one major may not count toward any other major completed.

4. Transitional arrangements
N/A.

5. Other relevant information

6. Signature of Dean

Respect is a core value of the Academic Board
1. General conditions
(1) The provisions of the University of Sydney Coursework Policy 2014 and Coursework Credit Procedures 2015 apply to the granting of credit, in conjunction with the faculty resolutions, course resolutions and this provision.

2. External credit for studies undertaken prior to commencement
(1) This provision addresses credit granted for units of study taken at another institution prior to the applicant’s first enrolment in the respective award course at the University of Sydney.
(2) Credit will not be granted for units of study completed from:
   (a) a Certificate, Diploma or Advanced Diploma; or
   (b) a Vocational Education and Training Sector education provider.
   In exceptional and well-attested circumstances, the student may appeal to the Associate Dean for an exemption of this restriction.

3. External credit for studies undertaken after commencement
(1) This provision addresses credit granted for units of study taken at another institution after the applicant’s enrolment in the respective award course at the University of Sydney, including:
   (a) cross-institutional study\(^1\);
   (b) independent study abroad\(^1\); and
   (c) the international exchange program\(^1\).
(2) Credit will only be granted to students who have received approval from the Faculty prior to commencing their studies at another institution.
(3) International students are not permitted to undertake studies in their home countries as part of the independent study abroad program or the international exchange program. In exceptional circumstances, the student may appeal to the Associate Dean to waive this restriction.
(4) At the discretion of the Faculty, applications may be rejected if it should cause the applicant to be in breach of the conditions in the faculty resolutions or course resolutions.

4. Internal credit for previous undergraduate studies undertaken within the University of Sydney
(1) At the discretion of the Dean, the maximum allowable internal credit for an undergraduate degree may be varied for credit transfer within the University of Sydney.

\(^1\) See Faculty of Arts and Social Sciences – Cross-Institutional Study Provisions 2015; International Study Abroad; and International Exchange Program.
Undergraduate students are required to have completed 48 credit points towards the award course in which they are enrolled in order to be eligible to apply for these programs.
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(2) Students who transfer to a new undergraduate award course within the Faculty may apply for credit for completed units of study from their previous undergraduate award course, in accordance with the course resolutions for the new award course. This is inclusive of the core units within the following degrees:

(a) Bachelor of International and Global Studies;
(b) Bachelor of Arts (Media and Communications);
(c) Bachelor of Arts and Bachelor of Social Work;
(d) Bachelor of Arts and Master of Nursing; and
(e) Combined Law degree programs.

5. Recognition of prior learning (RPL) for previous study or work experience

(1) All capstone unit of study requirements must be completed when any form of RPL has been granted.

Approved by: Professor Barbara Caine
Dean, Faculty of Arts and Social Sciences

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2 Junior LAWS units will not be counted towards the junior credit point maximum limit.
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Author | Ms Megan Kemmis, Executive Officer to Academic Board
Reviewer/Approver | Associate Professor Kirsten McKenzie, Chair, Graduate Studies Committee
Paper title | Report from Graduate Studies Committee
Purpose | This report summarises for the Academic Board the business of the previous meeting of the Graduate Studies Committee held on 16th March 2016

RECOMMENDATION

The Academic Board to note the report from meeting of the Graduate Studies Committee held on 16th March 2016, and:

1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Development Studies, and approve the consequent amendment of the course resolutions with effect from 1 January 2017
2. approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of US Studies, and approve the consequent amendment of the course resolutions, with effect from 1 January 2017;
3. approve the proposal from the Faculty of Engineering and Information Technologies to introduce a Risk Management major in the Master of Engineering, and approve the consequent amendment of the course resolutions, with effect from 1 January 2017; and
4. amend the resolution made at its meeting of 2 July 2014 to allow the Faculty of Science to continue offering the Graduate Diploma in Psychology with its existing table of units of study until 2018.

ITEMS FOR DECISION

10.1 Faculty of Arts and Social Sciences: Master of Development Studies – proposal to amend requirements for award of the degree

The Faculty of Arts and Social Sciences is proposing to amend the requirements for the award of the Master of Development Studies to correct an error in the credit point requirements for various sections of the course.

10.2 Faculty of Arts and Social Sciences: Master of US Studies – proposal to amend requirements for award of the degree

The Faculty of Arts and Social Sciences is proposing to amend the requirements for the award of the Master of US Studies to correct an error in the credit point requirements for various sections of the course.

10.3 Faculty of Engineering and Information Technologies: Master of Engineering – proposal to introduce a new major in Risk Management

The Faculty of Engineering and Information Technologies is proposing to introduce a new major in Risk Management to the Master of Engineering.

10.4 Faculty of Science: Graduate Diploma in Psychology – proposal to alter the date of effect of amendment to course

The School of Psychology has pointed out that the proposal it submitted in 2014 regarding the Graduate Diploma in Psychology had requested that the existing course contents, as expressed in the table of units of study, be approved for continued offer until 2018, not 2017. The original proposal pointed out that the next accreditation cycle for this course will be in 2017, and that a revised table of units of study will be submitted for approval for introduction in 2018 as part of the accreditation process.
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Extracts from the minutes and report to the Academic Board from the Graduate Studies Committee meeting of 18 June 2014 are attached.

ITEMS FOR NOTING

The Committee also:

- approved the nomination of Associate Professor Kathleen Nelson as Chair of the PhD Award Sub-Committee;
- noted the reports of the Academic Board meetings held on 2 December 2015 and 24 February 2016;
- noted the reports of the PhD Award Sub-Committee meetings held on 24th November 2015, 8th December 2015, 28th January 2016 and 23rd February 2016;
- noted the report from the Postgraduate Awards Sub-Committee meeting held on 10th December 2015; and
- discussed issues related to higher degree by research students exceeding the four year limit for the Research Training Scheme.

Associate Professor Kirsten McKenzie
Chair, Graduate Studies Committee
MINOR COURSE AMENDMENT PROPOSAL
FACULTY/BOARD OF STUDIES: FACULTY OF ARTS AND SOCIAL SCIENCES

Contact Person: Emma Doyle/ Dr Robbie Peters
Date: 2 February 2016

1. Name of award course
   Master of Development Studies

2. Purpose of proposal
   To amend the resolutions in order to correct the credit point requirement for the Masters program.

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

4. Transitional arrangements
   N/A.

5. Other relevant information

6. Signature of Dean
MINOR COURSE AMENDMENT PROPOSAL
FACULTY/BOARD OF STUDIES: FACULTY OF ARTS AND SOCIAL SCIENCES

Contact Person: Emma Doyle/ Dr Aaron Nyerges
Date: 2 February 2016

1. Name of award course
   Master of US Studies

2. Purpose of proposal
   To amend the resolutions in order to correct the credit point requirement for the Masters program.

3. Details of amendment
   
   **6 Requirements for award**
   
   (4) Candidates for the Master of US Studies are required to complete 96 credit points, including:
   (a) a minimum of 6 credit points of core units of study;
   (b) a minimum of 18 credit points from core elective units of study; and
   (c) a maximum of 84 credit points from elective units of study. With the permission of the Degree Coordinator a maximum of 6 credit points of elective units can be taken from units of study outside those listed in the US Studies subject area of the Postgraduate Unit of Study Table, including units of study offered by other faculties.
   (d) 24 credit points from capstone units of study.

4. Transitional arrangements
   N/A.

5. Other relevant information

6. Signature of Dean

Respect is a core value of the Academic Board
Minor Course Amendment Proposal

Faculty: Engineering and Information Technologies

Contact person: Dr Doug Auld ext. 12336

1. **Name of award course**
   Master of Engineering (ME)

2. **Purpose of proposal**
   AMME is proposing the introduction of a new major in the Master of Engineering program, a major in Risk Management to commence in 2017.

   Work Place Health and Safety is now of primary importance to the Engineering Industry. There are many aspects of the area that require in depth knowledge of Engineering and Industry based processes. The aim of this major would be to provide students with a Engineering bachelors degree the additional depth of knowledge in the risk management area particularly in relation to current Australian standards as they apply to manufacturing and processing industries.

   The major combines aspect of project management, industrial processing and risk management operations in an engineering context.

   The justification for this proposal is based on several discussions with AMME advisory bodies and risk management consults and with students currently enrolled in the ME(Mechanical) program. It is expected that this would be a program relevant to local engineering graduates and would attract a reasonable number of local students.

   The specialist units comprising the major will include two existing units and two new units of study as per the table below.

3. **Details of amendment**
   Change to Course Resolutions:
   Master of Engineering
   Clause 6 Majors
   Add (XIII) Risk Management
   (Appendix 1)

   The structure for this program follows the standard structure adopted for the Master of Engineering.

   **Core Units (24cp)**
   - ENGG5102 6 Entrepreneurship for Engineers
   - ENGG5202 6 Sustainable Design, Engineering & Management
   - ENGG5103 6 Safety Systems and Risk Analysis
   - PMGT5871 6 Project Process Planning and Control

   **Research Units (12cp)**
   - AMME5020 6 Capstone Project A
   - AMME5021 6 Capstone Project B

   **Specialist Units (24cp)**
   - AMMEXXXX 6 Applied Safety Systems and Risk Analysis
   - AMMEXXXX 6 Risk Management
   - CHNG9306 6 Management of Industrial Systems
4. Transitional arrangements

The Risk Management major will be available to students commencing from 2016 onward, as students undertake specialist units.

5. Other relevant information

6. Signature of Dean
Faculty of Science: Graduate Diploma in Psychology

9.3 The Chair advised members that this proposal has come back to the Committee for further consideration following the Committee’s suggestion at its last meeting that the School consider altering the assessment regime for students in this course. Dr Szabo advised that this would require the school to apply for reaccreditation of the course, and that the last reaccreditation was performed only last year (2013). The school is therefore seeking approval to continue offering the course as is but to amend it for the next reaccreditation cycle in 2017. Members endorsed the proposal.

Resolution GSC_4_109/14
That the Graduate Studies Committee recommend that the Academic Board:
(1) accept the report from the Faculty of Science that the Graduate Diploma in Psychology satisfies the learning outcomes set out in the Australian Qualifications Framework (AQF) for a Level 8 qualification; and
(2) approve the continued offering of the Graduate Diploma in Psychology with its existing table of units of study until 2017;
with effect from 1 January 2015, as set out in the report presented.

Extract from committee report to Academic Board

11.2.4 Faculty of Science: Graduate Diploma in Psychology
At its meeting of 26 March 2014, the Committee considered a request from the Faculty of Science to continue offering the Graduate Diploma in Psychology as an AQF Level 8 qualification. The course consists entirely of units of study offered in the undergraduate Psychology majors of the Bachelor of Arts and Bachelor of Science and it was agreed that further advice would be sought. The Faculty has now submitted the enclosed documentation regarding this proposal and requests the course be allowed to run with its existing table of units of study until 2017 to allow the School of Psychology further time to make the suggested amendments to the course and apply for reaccreditation of the course.

Recommendation
That the Graduate Studies Committee recommend that the Academic Board:
(1) accept the report from the Faculty of Science that the Graduate Diploma in Psychology satisfies the learning outcomes set out in the Australian Qualifications Framework (AQF) for a Level 8 qualification; and
(2) approve the continued offering of the Graduate Diploma in Psychology with its existing table of units of study until 2017;
with effect from 1 January 2015, as set out in the report presented.
Dear Colleagues,

Re meeting AQF Level 8 requirements for the Graduate Diploma in Psychology

At the Graduate Studies Committee meeting on 26/03/2014 the School of Psychology sought endorsement that the current Graduate Diploma in Psychology (GDP) is compliant with the specification for AQF Level 8 Graduate Diploma. It is the School’s view that the degree meets the specified purpose of AQF Level 8 degrees of being designed to “qualify individuals …to undertake professional or highly skilled work and as a pathway for further learning” (AQF, 2013, p. 56). We also documented how the knowledge and skills taught in the upper level units that comprise the GDP, and the graduate attributes it develops, meet the AQF learning outcomes specified for this qualification.

The Graduate Studies Committee’s concern was that the GDP is entirely made up of undergraduate units. This has always been true of this degree, which provides a pathway for non-psychology graduates who want to change their career path to complete the requirements for an accredited major sequence in Psychology. The Committee suggested that, in the context of the AQF, there needs to be some way of demonstrating, through the assessment process, that level 8 standards of the AQF are met and argued that using the same units of study and assessments for both a level 7 and a level 8 degree sends a confusing signal. It was suggested that a possible solution, which has been adopted in some professional faculties, is to continue parallel teaching, but introduce different assessments appropriate for AQF Level 8 and assign new postgraduate unit of study codes.

The problem with this approach in our context is that the GDP is an award accredited, by the Australian Psychology Accreditation Council, on a regulated 5 year cycle. The School of Psychology was assessed, and fully re-accredited in 2013. Our next accreditation assessment is not due till 2018. To change the assessments and unit of study codes to graduate units would require us to make a new accreditation submission. Further, a GDP proposal including units with different codes and assessment requirements may not be accepted because APAC requires that the accredited major sequence in Psychology offered by any university is identical across all the degrees in which it is available. Requesting changes to this degree alone outside the standard accreditation cycle may therefore result in it losing its accredited status. If these changes are necessary, it would be preferable to include them within our next accreditation submission to ensure that the reason for the differences can be clearly explained and contextualized. Therefore, the School requests a transitional period before moving to the suggested assessment and unit structure so that it could coincide with our next APAC accreditation cycle.

During this transitional period, the opportunity may also arise to designate the Graduate Diploma as an AQF Level 7 qualification. Although we believe that the units meet the learning outcomes for AQF Level 8, such classification is not necessary for the degree to meet the needs of its graduates, and an AQF 7 classification would avoid the problems associated with parallel teaching. However, because the Graduate Diploma required only 48 credit points, it is incompatible with the 3 year ‘volume of learning’ requirement for Bachelor
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degrees, the only AQF Level 7 qualification. Dr Jenny Saleeba has prepared a discussion paper which identifies a number of other contexts in which a 1 year AQF Level 7 qualification would be desirable. We understand that it is anticipated that the AQF may be revised to reduce the emphasis on volume of learning. If so, we would submit a new proposal seeking endorsement of the GDP as AQF Level 7.

If this does not occur, we will follow the Committee’s recommendation to seek approval to continue parallel teaching of the GDP but using new postgraduate UoS codes and different assessments, aligned with the higher AQF award for GDP students. We would then seek Academic Board approval for the new unit structure and assessments during 2017, so that the new University-approved GDP structure and assessments could be incorporated into our next accreditation submission, due at the beginning of 2018. This would allow the School to avoid the risks associated with changing the structure of an accredited degree outside the normal cycle.

In summary, the School is requesting a transitional period until 2017 for moving to the suggested assessment and unit structure so that it could coincide with our next accreditation phase by APAC. If the volume of learning requirements for AQF Level 7 qualifications are modified before then, we may alternatively seek endorsement of the GDP at that level.

Sincerely,

Dr Marianna Szabó
Coordinator, Graduate Diploma in Psychology
School of Psychology
Faculty of Science

Professor Sally Andrews
Deputy Head of School
School of Psychology
Faculty of Science
RECOMMENDATION

The Academic Board to note the report from meeting of the Academic Standards and Policy Committee held on 9th March 2016, and:

1. accept the findings of the Simple Extensions Working Group outlined in the attached report and approve the related amendments to the Coursework Policy 2014 and the Assessment Procedures 2011 with immediate effect; and
2. note the Committee’s advice that it supports the use of anonymous marking for examinations.

ITEMS FOR DECISION

11.1 Simple Extensions Working Group report

At the Academic Board meeting held on 2nd December 2015, the Board endorsed a proposal to reinsert a specific reference to simple extensions, but there was discussion regarding where the reference should be placed (i.e. should it be in the Coursework Policy or the Assessment Procedures). The Chair of the Academic Board formed a small working group in February chaired by Mrs Helen Agus and including Isabella Brook (Welfare Officer, SRC), Thomas Greenwell (Vice-President, SUPRA), Dagmar Kminiak (Manager, Disability Services), Sarah Lam (CAPS), Brendon Nelson (Deputy Registrar) and Jane Thompson (SAS Program). The report of their meeting, and the group’s recommendations, are included on the following pages.

The Committee also considered draft amendments to the Coursework Policy based on the working group’s recommendations. Some changes were proposed to the wording, and the University Policy Manager is finalising these for presentation to the Board by supplementary agenda. As the changes to the Coursework Policy will cover the issue of Simple Extensions as supported at the Board’s meeting in December 2015, it is also recommended that the amendment to the Assessment Procedures endorsed at that meeting be revised, and the wording for this is enclosed.

ITEMS FOR NOTING

The Committee also:
- noted the reports of the Academic Board meetings held on 2 December 2015 and 24 February 2016;
- discussed the SRC’s paper on anonymous marking and supported the introduction of anonymous marking for final examinations;
- discussed and endorsed the draft Unit of Study Integrity Assurance procedures, but agreed to defer submitting these to the Academic Board to allow them to be presented with the draft Academic Honesty Procedures;
- noted a report on the Academic Integrity Implementation Group; and
- noted a report on the implementation of the Learning and Teaching Policy 2015.

Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
Present: Helen Agus (Chair), Isabella Brook (Welfare Officer, SRC), Thomas Greenwell (Vice-President, SUPRA), Dagmar Kminiak (Manager, Disability Services), Sarah Lam (CAPS), Brendon Nelson (Deputy Registrar), Jane Thompson (SAS Program) and Matthew Charet (Committee Officer).

1. Welcome from Chair

The Chair welcomed participants.

2. What is a Simple Extension?

Mrs Agus opened discussion by seeking clarification about what participants mean by the term ‘simple extension’. Mr Greenwell advised that simple extensions apply in situations where a student may need extra time to complete assessment but where circumstances may not require the obtaining of medical or other professional documentation for a formal application for Special Consideration. Ms Brook suggested that the term also captures students “who may fall through the cracks” in the Special Consideration process. There was agreement that the purpose of obtaining a simple extension is to ameliorate an academic penalty associated with late submission of assessment.

Ms Kminiak observed that the primary concern noted by Disability Services is the inconsistent approach to simple extensions historically, with some faculties allowing them and others not; this is particularly confusing to students taking Units of Study (UoS) from different faculties within their degree.

Mrs Agus pointed out that there has been no consistent definition of the term in previous policy, and in any case, in current policy and process reference to simple extensions has been removed.

3. Perspectives on Managing Simple Extensions

Mr Nelson observed that to ensure equity and fairness for all students, a single institutional approach to managing simple extensions is required. Noting that the student administration system does not currently facilitate simple extensions and that the policy is silent, he suggested that individual academics may choose to grant informal extensions on a case-by-case basis. The granting of a simple extension becomes complex where the circumstances that form the basis for the extension become more serious and the student needs to apply for Special Consideration (a minor illness developing into something more debilitating, for example). In such a situation, the due date for the assessment determines whether Special Consideration can be applied for, with a three-day window for lodgement of an application from the original assessment due date. Mr Nelson advised that the simple extension duration would need to sit within the Special Consideration three-day submission time frame as SAS would not know the newly applied ‘simple’ extended due date. Evidence to support the revised due date is therefore necessary, and it was suggested that the best means of tracking this is to maintain a written, email record of communication between the student and academic, which could be attached to an application for Special Consideration if needed. This is similar to practice in Disability Services, where a student’s Academic Plan can be attached to an application for Special Consideration if relevant.

Academic Integrity requires decisions regarding assessment to be both transparent and available, so confirmation in writing is an essential element of any simple extension. In terms of processing, however, the SAS admin system is currently unable to forward to academics any supporting documentation received in a Special Consideration application; the ability of an academic to see documentation supporting a simple extension is therefore extremely limited. Use of the ‘comment’ field by SAS professional staff (who undertake an initial check of all SC applications) to flag instances where an extension has been granted was suggested. The high volume of applications may present resourcing challenges, with an estimated 25-30% of simple extension requests converting to applications for Special Consideration (an exact figure is difficult to determine due to lack of consistent data).

Ms Lam observed that providing a mechanism whereby students can quickly and easily access a ‘period of grace’ is helpful, especially to students who are feeling anxious or overwhelmed.
4. Develop proposal for ASPC on managing simple extensions

Given general agreement as to the desirability of allowing simple extensions, Mrs Agus asked how best this might be embedded in policy. An amendment to the Assessment Procedures was proposed at the 2 December 2015 meeting of the Academic Board, with subsequent discussion suggesting the removal of the reference to “exceptional circumstances” from clause 6(2), as the circumstances in which simple extensions are requested are often impactful but mundane, not exceptional. Further, it was suggested that the decision should be made by “the relevant academic”, generally the UoS Coordinator, to enable a local, quick and consistent decision to be reached; Mrs Agus observed in this regard that such decisions could not reasonably be made at a faculty or institutional level.

The length of simple extension to award was discussed with several points raised advocating for a short, one day extension to the due date that would provide students with a remaining two days to mobilise a formal Special Consideration application, manage the examples provided in Mr Greenwell’s submission and support equity and fairness to the rest of the cohort. However, Mr Greenwell advised that from a student’s perspective, up to two dates’ extension is preferable. After much discussion, there was broad agreement that the period of extension should not exceed two working days, noting that Special Consideration can still be applied for within three working days of the assessment due date. This allows students a period during which they can assess whether their situation will require a more formal and documented application for Special Consideration, with time to obtain relevant support for the application. Allowing UoS Coordinators to stipulate a shorter time available via simple extension may be advantageous for those units with fast assessment turn-around.

Student representatives confirmed that students are not concerned that the existence of simple extensions may be used by some to gain unfair advantage, as the benefit is more useful to a wider number of students than the possible impact of the small number who may cheat the system. A bigger concern for students is that all faculties permit the granting of simple extensions, rather than the inconsistent approach of allowing faculties to determine whether or not to opt-in as previously.

Mrs Agus observed that the registration and tracking of Special Consideration is important to enable the identification of students who may need additional support through appropriate University services (such as CAPS and DSU); tracking simple extensions may also prove beneficial and is supported by the findings of the Academic Integrity Taskforce. If simple extensions are not tracked, it is arguable whether an academic decision has been made and student appeals will be problematic. It was agreed that advice needs to be sought as to whether decisions relating to simple extensions are formal academic decisions that would be subject to appeal, and that a mechanism needs to be determined to best track these requests, most likely outside the Special Consideration process.

The group briefly discussed where policy or guidelines on simple extensions might best be located and it was agreed that the advice of the Chair of the Academic Board, Executive Officer to the Academic Board and the Office of General Counsel should be sought. Amendment of both policy and procedures was recommended with additional definitions in each glossary.

Summary from the Chair:
It has been broadly agreed that simple extensions:

- should be implemented across campus consistently and transparently by negotiation between the student and the relevant academic;
- would be awarded for cases explained to a relevant academic but not necessarily attested;
- would need to be tracked outside the Special Consideration system and the relevant academic must acknowledge the extension due date awarded via email to the student’s formal USYD email address with ‘Simple Extension’ in the subject line;
- would be up to two days from the assessment due date, determined by the relevant academic;
- would sit within, and not affect, the time frame for lodgement of a formal Special Consideration application of three working days from the assessment due date, leaving a minimum of one day thereafter for submission of a Special Consideration application, i.e. the granting of a simple extension does not change the assessment due date for purposes of Special Consideration; any gap in documentation from the due date would result in the Special Consideration application being refused unless a case is made for delay in submission; academic staff should assist students seeking simple extension to determine if special consideration is more appropriate to
their circumstances and, where illness is the issue, academics would encourage students to use the Special Consideration process.

Definitions/examples should be developed to assist students to determine the process most appropriate for their circumstances: simple extension; Special Consideration; disability adjustment.

Assessment Procedures

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 made after the publication of unit of study outlines may only be made in exceptional circumstances.

(3) Any necessary modifications to the scope or nature of any assessment task must be communicated in writing to all students enrolled in the unit before the halfway point of the unit, and must be applied so that no student is differentially disadvantaged by the modification.

(4) Unit of study outlines must comply with the requirements of the Learning and Teaching Policy 2015 of the Academic Board.

(5) Students must be informed of the style of academic referencing required and given opportunities to practice and gain feedback on academic writing and relevant scholarly conventions in the course discipline, in accordance with the Academic Honesty in Coursework Policy 2015.
COURSEWORK POLICY 2014

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

Dated: 3 December 2014

Last amended: 30 March 2016

Signature:

Position: Chair, Academic Board

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PART 1  PRELIMINARY

1  Name of policy

This is the Coursework Policy 2014.

2  Commencement

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

3  Statement of intent

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

(a)  Diplomas;

(b)  Advanced Diplomas;

(c)  Bachelor Degrees;

(d)  Bachelor Honours Degrees;

(e)  Graduate Certificates;

(f)  Graduate Diplomas; and

(g)  Masters Degrees.

Note 1:  These are the only coursework qualifications awarded or conferred by the University.  See clause 1.3(2) of the Coursework Rule.

Note 2:  ‘Masters Degrees’ includes the following exceptions endorsed under the Issuance Policy of the Australian Qualifications Framework (AQF) relating to AQF level 9 qualifications that contain the word ‘doctor’ rather than ‘master’ in their title: Juris Doctor, Doctor of Dental Medicine, Doctor of Medicine and Doctor of Veterinary Medicine.

4  Application

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

(a)  this policy applies to:
(i) staff, affiliates, students and applicants for coursework award courses; and

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

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

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

5 Definitions

(1) In this policy:

academic adviser means an academic employee nominated by the Dean of a faculty to provide advice on student progression matters.

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

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

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

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

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

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

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

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

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

for an applicant, means:

• the applicant’s rank in relation to the applicant’s secondary cohort, as provided to the University by UAC; or

• the applicant’s results in a school leaving examination in another State, Territory or country, converted to an ATAR equivalent, as provided to the University by UAC.

ATAR cut off

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

Australian citizen

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

AQF or Australian Qualifications Framework

means the national framework for recognition and endorsement of education qualifications.

authentic assessment

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

award course

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

barrier unit of study

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

By-law

means the University of Sydney By-Law 1999 (NSW) (as amended)

Note 3: A copy of the By-law can be found in the University Policy Register.

candidature

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

capstone experience

means a unit of study that provides students with an opportunity to draw together the learning that has taken place during the course, synthesise it with their own learning and experience, and draw conclusions that form the basis for further investigation, and intellectual and professional growth. A capstone experience should be integrative, foster student autonomy and, where appropriate, a trans-disciplinary perspective.

census date

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

combined degree course

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

Commonwealth supported place means a place in an award course in respect of which the student and the Commonwealth government both contribute towards the cost of the student's education.

Compulsory unit of study means a unit of study that must be completed before the award of a degree, but which does not constitute a barrier unit of study.

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

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

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

Note 4: See clause 2.3 of the Coursework Rule.

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

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

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

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

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

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

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

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

department means a disciplinary grouping established by a faculty or, if the faculty does not have an internal departmental structure, a faculty itself.

disability has the meaning prescribed in Section 4 of the Disability Discrimination Act 1992 (Cth).

Note 5: At the date of this policy the definition is:

disability, in relation to a person, means:

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

and includes a disability that:

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

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

domestic applicant means an applicant who is:

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

domestic student means a student who is:

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

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

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

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

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

exchange student means a person who is:

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

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

faculty means a faculty or a 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.

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

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

graduate attributes means the outcomes of a University of Sydney education.

Note 6: See Learning and Teaching Policy 2015

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

Graduate Diploma means an advanced program of study that builds on either or both of prior undergraduate or postgraduate study.
group work means a formally established project to be carried out by a number of students working together that results in a single piece of assessment or a number of associated pieces of assessment.

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

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

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

international applicant means an applicant who is not:

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

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

international student means a student who is not:

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

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

major means a defined program of study, generally comprising specified units of study from the later stages of an award course.

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

- Advanced Learning Masters: a minimum one year full-time advanced study course that builds on prior undergraduate study in the same discipline or in a relevant discipline;
- Professional Masters degree: a Masters degree that prepares the student for accreditation or recognition in a specific profession, building either on prior undergraduate study in the discipline or on undergraduate study in another
appropriate discipline.

- **Masters Degree (Extended):** a Professional Masters Degree of extended duration, typically three or four years full-time. The degree of Doctor of Dental Medicine, Juris Doctor, Doctor of Medicine and Doctor of Veterinary Medicine are referred to in the AQF as ‘Masters Degree (Extended)’.

**misadventure** means an unforeseen accident, mishap or personal misfortune.

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

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

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

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

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

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

**program** each award course is composed of various units of study. The way the units are put together for an award course is referred to as a student’s ‘program’.

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

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

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

**progression requirements** means the requirements for academic progression set out in the faculty resolutions, course resolutions and this Policy.

**recent school leaver** means a person who completed the HSC or equivalent in the year immediately prior to admission or proposed admission to an award course, or who completed their HSC in the year immediately prior to that if the person has not undertaken any tertiary study.
semester average mark means the average mark obtained by a student for all units of study attempted in a semester, weighted according to credit point value.

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

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

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

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

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

stream means a defined program of study within an award course, which requires the completion of a program of study specified by the course resolutions for the particular stream, in addition to the core program specified by the course resolutions.

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

study abroad student means a person who is:

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

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

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

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

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

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

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

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

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

unit of study  means the smallest stand-alone component of an award course that is recordable on a student’s transcript. Units of study have an integer credit point value, normally 6 credit points.

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

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

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

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

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

PART 2  ADMISSION TO AWARD COURSES

6  Quotas

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

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

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

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

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

Note 7: The Dean is responsible for the admission of candidates to courses within their faculty. See clause 2.5 of the Coursework Rule and Part 8 of this Policy.

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

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

8 General requirements

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

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

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

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

9 Admission and candidature

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

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

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

(b) International students are admitted to candidature on the date on which they:
   (i) complete their acceptance online, or complete their acceptance of offer form;
   (ii) pay the applicable fees to the University; and
   (iii) enrol for the first time.

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

(4) Candidature ceases when an award is conferred or candidature is otherwise terminated by the University.
PART 3  ELIGIBILITY FOR ADMISSION TO
UNDERGRADUATE COURSES

10 Domestic applicants – secondary studies

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

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

(b) a State or Territory leaving examination considered by the Academic Board to be equivalent to the HSC; or

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

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

Note 8: The University will convert interstate and New Zealand results in accordance with the Interstate Transfer Index endorsed by the New South Wales Vice-Chancellors’ Conference.

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

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

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

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

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

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

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

Note 9: In giving his or her approval for subclause (5), the Dean will take into account whether it is too late in the year for the student to commence studies in a new course effectively.

11 Domestic applicants – tertiary studies

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

**Note 10:** For subclause (1), one full-time year of tertiary study means 48 credit points of study at the University, or the part-time equivalent.

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

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

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

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

   is eligible for admission on the basis of tertiary studies.

(6) Subject to clause 81, an applicant who:
   (a) has a record of failure and exclusion from tertiary study; and
   (b) believes that his or her studies have been affected by circumstances beyond his or her control;

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

**Note 11:** For information on the Special Consideration for Admission Scheme see clause 34.

**Note 12:** Clause 81 deals with applications for readmission to a course following exclusion from the same course due to failure to meet progression requirements.

### 12 Domestic applicants – other qualifications

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

(a) a preparation program approved by the Academic Board in accordance with clause 15 that was commenced by the applicant as an international student;

(b) the Diploma of Tertiary Preparation offered through the University’s Centre for Continuing Education provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent; or

(c) an AQF diploma that provides appropriate academic preparation approved by the faculty provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent;

(d) another preparation program determined by the Academic Board to have a program of study and standard required of applicants equivalent to the HSC; or
(e) some other form of prior learning approved by the Academic Board.

12A Domestic applicants – transitional provisions

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

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

13 International applicants

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

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

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

14 Domestic and international applicants – special entry requirements

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

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

15 Approved preparation programs

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

(a) the courses offered in Australia are accredited under the AQF at Certificate IV level or above; and

(b) the courses offered in New Zealand are accredited under the NZQF at Certificate IV level or above.

The Academic Board may approve foundation and preparation programs offered by overseas higher education providers for international students on a case-by-case basis.

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

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

**PART 4  ELIGIBILITY FOR ADMISSION TO POSTGRADUATE COURSES**

**16 Graduate Certificate**

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

(a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the Dean; or

(b) have a Bachelor degree or higher award from another university or institution that the Dean determines to be equivalent to a degree or award mentioned in paragraph (a); and

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

**17 Graduate Diploma**

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

(a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the Dean;

(b) have a Graduate Certificate from the University in a relevant discipline, as determined by the Dean;

(c) have a Bachelor degree or higher award from another university or institution that the Dean determines to be equivalent to a degree, award or certificate mentioned paragraph (a) or (b); or

(d) if the applicant does not satisfy paragraphs (a)-(c), have completed the requirements for an award course leading to:

(i) an embedded graduate certificate in the appropriate discipline at the University, as determined by the Dean; or
(ii) a program at another tertiary institution that the Dean determines to be the equivalent of such a course; without graduating from the course; and

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

18 Masters Degree (Advanced Learning Masters degree)

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

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

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

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

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

(ii) a program at another tertiary education institution, being a program that the Dean determines to be the equivalent of an embedded course mentioned in subparagraph (i); without graduating from the course; and

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

19 Master's degree (Professional Masters degree)

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

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

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

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

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

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

without graduating from the course; and

(d) meet other requirements specified in the faculty resolutions and relevant course resolutions.
Note 13: The Masters Degree (Extended) is a form of Professional Masters degree – see the definition of Masters degree by coursework.

20 Exemption from eligibility requirements in exceptional circumstances

(1) Subject to subclause (2) below, a Dean may, in writing, grant an exemption from the eligibility requirements in clauses 16, 17 and 19 for an applicant for admission to:

(a) a Graduate Certificate;
(b) a Graduate Diploma; or
(c) a Professional Masters degree.

(2) A Dean may only grant an exemption from the eligibility requirements in clauses 16, 17 and 19 if satisfied that the applicant:

(a) has qualifications and experience equivalent to those eligibility requirements; and
(b) has provided evidence of experience and achievement sufficient to demonstrate mastery of the subject matter and generic graduate attributes equivalent to those gained by applicants who meet the eligibility requirements.

Note 14: For paragraph (2)(b), evidence of experience and achievement could be provided through publications or authorship of official documents.

PART 5 ENGLISH LANGUAGE REQUIREMENTS – UNDERGRADUATE COURSES

21 All applicants whose first language is not English

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

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

(a) an Australian educational qualification; or
(b) a record of satisfactory achievement in secondary or tertiary studies:
   (i) in an English speaking country; or
   (ii) in which the language of instruction was English; or
(c) satisfactorily completed an appropriate course at the University’s Centre for English Teaching; or
(d) within two years of the date on which the applicant will commence the course, achieved:
   (i) an IELTS overall band score of 6.5, with at least 6.0 in each band;
   (ii) a paper based TOEFL score of 550 plus a Test of Written English (TWE) score of 4.5;
(iii) an internet based TOEFL score of 79 plus a score of 23 for Writing and 22 for Reading, Speaking and Listening;
(iv) a Pearson Test of English (Academic) (PTE) score of 58;
(v) a Cambridge English: Advanced (CAE) score of 58; or
(e) within the past two years, achieved an International Baccalaureate diploma having, as part of the studies for that diploma, successfully completed:
   (i) English A1 at Higher or Standard Level, or A: Literature;
   (ii) English A2 at Higher or Standard Level, or A: Language and Literature;
   (iii) English B at Higher Level with Grade 4 or more; or
   (iv) English B at Standard Level with Grade 5 or more.

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

Note 15: These faculty requirements must be approved by the Academic Board in accordance with the Delegations of Authority – Academic Functions.

(4) Applicants seeking admission to an undergraduate award course on the basis of satisfactory achievement in secondary or tertiary studies in accordance with paragraph (2)(b) must have completed either:
   (a) senior secondary study; or
   (b) at least one year of full-time university study;
   in which the language of instruction was English.

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

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

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

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

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

Note 16: A conversion table for English Language Skills Tests is available on the Academic Board standards website.
22 International applicants whose first language is not English

Where an international applicant:

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

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

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

PART 6 ENGLISH LANGUAGE REQUIREMENTS – POSTGRADUATE COURSES

23 All applicants whose first language is not English

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

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

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

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

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

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

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

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

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

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

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

(1) The Dean may, in writing, grant an exemption from the English language requirements for admission to a postgraduate course if:

(a) the applicant has an IELTS score and:
   (i) the overall or average band score is no more than 0.5 below the overall or average band score otherwise required by this Policy; and
   (ii) any individual band score is no more than 1.0 below the individual band score otherwise required by this Policy; or

(b) the applicant has a score on another test permitted by this Policy and the applicant’s score was no more than a corresponding amount below the score otherwise required by this Policy; and

(c) the Dean is satisfied that the applicant has enough competence in written and spoken English to complete the course successfully.

(2) The 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) any appropriate work experience that the applicant has had in an English language environment; and
   (iv) any oral discussions between faculty members and the applicant.

(4) The Dean must record in writing on the student file any approval to waive English language requirements, including:

(a) the proof of proficiency in English provided by the applicant; and

(b) the reasons, in accordance with this Policy, that the Dean approved the waiver.

PART 7 SPECIAL ADMISSION PROGRAMS

25 Application for a special admission program

(1) While eligibility for admission to the University is based on academic merit, the University recognises that, for many reasons, some domestic applicants are unable to demonstrate their full potential for success at tertiary level study through the normal qualifying processes. The University has established flexible entry schemes and educational access schemes to assist these domestic applicants to gain admission to undergraduate courses.
(2) Special admission programs may be faculty or course specific and must be approved by the Academic Board. All approved special admission programs must be set out in the relevant faculty resolutions or course resolutions.

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

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

26 Flexible entry schemes

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

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

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

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

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

(c) do not have a tertiary record.

(4) Flexible entry schemes comprise two components:

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

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

(5) The Academic Board approved flexible entry criteria are:

(a) satisfactory performance in the HSC, or HSC equivalent, in subjects relevant to the course;

(b) satisfactory performance in extra-curricular academic activities relevant to the course;

Note 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.

27 Broadway Scheme

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

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

(3) The Broadway Scheme is available to domestic applicants who:

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

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

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

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

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

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

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

(d) whether the applicant has English language difficulties;

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

(f) any financial hardship affecting the applicant;

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

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

28 Cadigal Program

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

(a) provision of preparatory studies for Aboriginal or Torres Strait Islanders who want to undertake degree courses at the University;
(b) provision for reduced academic eligibility requirements for admission to courses for Aboriginal or Torres Strait Islander applicants;

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

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

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

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

(4) An applicant will be taken to be of Aboriginal or Torres Strait Islander descent only if he or she complies with the Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015.

(5) Selection of applicants for admission under the Cadigal Program will be on the basis of application and academic assessment.

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

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

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

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

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

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

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

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

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

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

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

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

Note 19: For subparagraph 6(a)(i): the minimum ATAR will be lower than that required for mainstream entry.
29 Conditional Early Offers Schemes

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

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

(3) The Dean of a faculty may admit a domestic applicant to candidature in an undergraduate award course under the Conditional Early Offers Scheme only if:
   (a) the applicant has an ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Conditional Early Offers Scheme; and
   (b) the student maintains the level of academic performance demonstrated in accordance with subclause (5) below.

(4) For the purposes of determining whether an applicant has suffered educational disadvantage, the Dean of the relevant faculty may consider:
   (a) whether the home environment or conditions for study for the applicant were adverse;
   (b) any chronic illness, disability or personal trauma, the applicant suffered;
   (c) whether the applicant’s schooling or family life has been disrupted;
   (d) whether the applicant has English language difficulties;
   (e) whether the applicant’s family responsibilities are or were excessive;
   (f) any financial hardship affecting the applicant;
   (g) whether the applicant was in a remote or isolated location;
   (h) whether the applicant has suffered physical or psychological abuse.

(5) For the purposes of determining whether an applicant has demonstrated early academic promise, the Dean may, with the approval of the Academic Board, consider:
   (a) evidence provided by the Principal of the applicant’s school;
   (b) performance in the Record of School Achievement;
   (c) performance in a test approved by the Academic Board;
   (d) other measures of promise approved by the Academic Board, including an interview or portfolio.

Note 20: For subclause 3(a): the minimum ATAR will be lower than that required for mainstream entry.

30 Principal’s Recommendation Conditional Offer Scheme (E12)

(1) The purpose of the Principal’s Recommendation Conditional Offer Scheme is to enable the University to identify, prior to completion of the HSC or equivalent, domestic students from low socio-economic backgrounds who are motivated and demonstrate potential to successfully undertake studies at the University.
(2) The Dean of a faculty may, under the Principal’s Recommendation Conditional Offer Scheme, make a prospective domestic student a conditional offer of admission to an undergraduate award course before the end of Year 12.

(3) Domestic applicants are eligible for the Principal’s Recommendation Conditional Offer Scheme if:
   (a) they have a written recommendation from their Principal; and
   (b) they are completing their HSC in the year immediately prior to the year in which admission to an undergraduate award course at the University is sought; and
   (c) they attend a school that is identified by the State or Commonwealth government as disadvantaged: or
   (d) they are from a low socio-economic status background, as determined by the Academic Board from time to time.

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

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

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

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

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

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

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

Note 21: For subclause (9): the minimum ATAR will be lower than that required for mainstream entry.
30A Future Leaders Dux Entry Scheme

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

(2) The Future Leaders Scheme entry for specified courses is available, for specified courses, to domestic and international applicants who:

(a) are eligible current school leavers attending a secondary school registered with the NSW Department of Education listed in S4.9, including applicants who hold an International Baccalaureate;

(b) are nominated by their school principal or nominee as dux or captain of the school; and

(c) have an ATAR or ATAR equivalent that lies below between the previous year’s ATAR cut-off for that course and a lower limit that is not less than the Minimum Eligibility Score for that course; and

(d) meet all other applicable course entry requirements.

(3) The Dux Entry Scheme is comprised of 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.

31 Mature Age Applicants Scheme

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

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

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

(4) Applicants are eligible for admission under the Mature Age Applicants Scheme if:

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

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

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

(d) they have, within the previous two years, completed one of the following approved preparation courses:
(i) a preparation course offered by the University’s Centre for Continuing Education;

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

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

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

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

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

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

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

(6) Applicants may be required to:

(a) attend an interview;

(b) provide a work portfolio; or

(c) successfully complete a practical examination.

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

(a) the applicant’s personal qualities;

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

(c) the applicant’s work experience;

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

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

32 Elite Athletes or Performers Scheme

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

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

(3) The Elite Athletes and Performers Scheme is available to domestic applicants who:

(a) have been assessed by the Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, as being elite; and
(b) can demonstrate that their sporting or performance commitments have impeded their HSC performance.

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

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

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

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

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

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

33 Rural Students Entry Scheme into Pharmacy

(1) The purpose of the Rural Student Entry Scheme into Pharmacy is to redress the imbalance that exists in the proportion of pharmacy professionals within urban and rural settings.

(2) Domestic applicants who are eligible for admission under the Rural Student Entry Scheme into Pharmacy are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the ATAR cut-off for the Bachelor of Pharmacy.

(3) The Rural Student Entry Scheme into Pharmacy is available to domestic applicants who:

   (a) in the preceding two years, have successfully completed the HSC or equivalent interstate qualification (including at a high school or a technical and further education college, or an equivalent education institution);

   (b) have completed at least the last four years of their secondary education at a rural school;

   (c) have lived in a rural area for a significant period of time; and

   (d) can demonstrate a commitment to a career in a rural health setting.

**Note 22:** For paragraph (3)(d): a commitment to a career in a rural health setting might be demonstrated by an exceptional record of involvement and achievement in community affairs at school or local community level in a rural area.

(4) For the purposes of subclause (3), ‘rural’ means the area encompassing the rural NSW Area Health Service regions, or the equivalent definition of ‘rural’ applicable to other States and Territories.

**Note 23:** For subclause (4): at the commencement date of this Policy, the NSW Rural Area Health Services were the Greater Southern, Greater Western, Hunter/New England and North Coast Area Health Services.
(5) The Rural Student Entry Scheme into Pharmacy is not available to applicants who have completed one year or more (or part-time equivalent) of an AQF Diploma, Advanced Diploma, Bachelor degree or higher qualification.

(6) For their application for admission under the Rural Student Entry Scheme into Pharmacy to be considered, applicants must:

(a) complete and submit an application form to the Student Centre by the due date (usually the last date for change of preference for main round offers); and

(b) attach supporting documentation, including:

(i) a reference from their school Principal; and

(ii) a reference from at least one other rural community leader.

34 Special Consideration for Admission Scheme

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

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

(3) The Special Consideration for Admission Scheme is available to applicants who:

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

(b) have a record of previous tertiary study; and

(c) have suffered serious disadvantage during the course of those studies.

PART 8 ADMISSION DECISIONS AND OFFERS

35 Basis for admission decisions

(1) Admission decisions must be made in accordance with the Coursework Rule and this policy.

(2) Subject to this policy, when deciding whether to make an offer of admission to an award course to an applicant, the Dean must adopt the principle that offers are to be made on the basis of the applicants’ academic merit.

(3) For admission to undergraduate award courses, applicants’ academic merit is to be measured principally by their secondary or tertiary results.

(4) The University may make more than one round of offers to applicants for an award course. The ATAR cut off points may be different for different rounds of offers.

Note 24: See also clause 2.5 of the Coursework Rule and clause 7 of this Policy.
36  Conditional offers

(1) An offer of admission to an award course may be made subject to specified conditions.

(2) Examples of conditions that might be imposed include conditions relating to:
   (a) health screening of the applicant;
   (b) criminal record checks;
   (c) child protection checks;
   (d) verification of the applicant's academic record;
   (e) visa requirements;
   (f) English language requirements; and
   (g) completion of prior study.

37  Accepting an offer

(1) An offer of admission to an award course can be accepted only in the manner described in the offer.

(2) An applicant is not considered to be admitted to an award course at the University until he or she has completed, to the satisfaction of the University, all requirements for enrolment in the course.

(3) An applicant who has accepted an offer of admission to an undergraduate award course and, prior to commencing that course, wishes to transfer to a different award course, may apply for and be admitted to the new course, provided that:
   (a) the applicant has met the minimum admission requirements for the new course at a standard equal to or higher than applicants who were offered admission to the course in the main round of offers made by the UAC;
   (b) a place is available in the course;
   (c) all available places are offered on the basis of merit; and
   (d) the offer is made and accepted before the commencement of teaching in the new course.

PART 9  DEFERRAL DEFERMENT

38  Deferred admission by commencing domestic undergraduate applicants

(1) An applicant offered a place in an undergraduate award course may defer admission to that course, but only as provided in this Part.

(2) The University may permit an applicant to defer admission provided that the offer of admission has not lapsed or been withdrawn by the University due to the applicant's actions prior or subsequent to the offer being made.

(3) Subject to subclause (4) below, the maximum period of deferral is one year.

(4) The Dean of the relevant faculty may extend the period of deferral for an individual applicant to a maximum of two years.
(5) Applicants who are offered a place in an undergraduate award course at the Sydney Conservatorium of Music must undertake a further satisfactory audition prior to admission.

(6) The Dean of the relevant faculty may decline to allow deferral for a particular course.

PART 10 CHANGE OF RESIDENCY

39 International applicants and students changing from international to domestic status

(1) If an international undergraduate applicant changes from international to domestic status prior to enrolling in his or her course and:

(a) his or her ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and

(b) there are places available in the course;

the applicant will be transferred to a Commonwealth supported place.

(2) If an international undergraduate applicant changes from international to domestic status prior to enrolling in his or her course and either or both of the requirements in paragraphs 39(1)(a) and (b) are not met, the applicant's offer of admission will be cancelled and withdrawn.

(3) If an international undergraduate student changes from international to domestic status prior to the census date for his or her course and:

(a) his or her ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and

(b) there are places available in the course;

the applicant will be transferred to a Commonwealth supported place.

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

(5) If an international undergraduate student changes from international to domestic status after the census date for his or her course and:

(a) his or her ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and

(b) there are places available in the course;

the applicant will continue as an international fee paying student for that semester and transfer to a Commonwealth supported place in the subsequent semester.

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

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

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

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

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

PART 11 RECOGNITION OF PRIOR LEARNING

40 Forms of recognition of prior learning

(1) The University recognises that students commence courses with different levels, areas and forms or prior learning.

(2) The University may recognise prior learning by granting:

(a) credit, which may take the form of:

   (i) specific credit;
   (ii) non-specific credit;
   (iii) reduced volume of learning for an award course; or

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

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

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

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

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

(4) Reduced volume of learning is a reduction in the number of credit points required for a student to complete his or her award course, in recognition of the student’s:

   (a) level and subject area of qualifications completed prior to admission; or
   (b) equivalent professional experience.

Note 25: An example of specific credit is credit given for Physics 1 [PHYS1001] at the University of Sydney for Physics 1 undertaken at the University of Adelaide.
Note 26: Examples of non-specific credit are: the University of Sydney does not teach Russian but a student may be granted credit for a full first year of study in Russian undertaken at the University of New South Wales, as 12 junior credit points; a student may be granted 48 junior credit points for the first year of an Arts degree completed at another Australian university.

Note 27: Where possible, the University will assess credit before making an offer of admission. Where possible, the University will make an offer of credit to an applicant concurrently with his or her offer of admission. If accepted, credit offered to an applicant prior to enrolment will be granted at the time he or she is admitted to the award course. See the Coursework Credit Procedures 2015.

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

(1) An Associate Dean may, in accordance with this Policy, the faculty resolutions and the course resolutions, grant specific credit or non-specific credit to an undergraduate or postgraduate student for study undertaken:

(a) in another award course at the University;
(b) in an award course at another Australian tertiary institution;
(c) at a recognised overseas tertiary institution;
(d) in an accredited higher education course offered by a registered private provider;
(e) in a course offered by the Vocational Education and Training Sector;
(f) in another award program approved by the Dean following an evaluation process; or
(g) in a non-award program approved by the Academic Board.

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

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

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

(4) Credit will not be granted:

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

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

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

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

(d) except with the permission of the Associate Dean, for units of study or on-specific credit listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with sub-clause 43A(2); or

(e) except with the permission of the Associate Dean, to reinstate specific credit or non-specific credit that has previously been rescinded, on request by the student in accordance with clause 43B.

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

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

(b) time limits for completion of the course.

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

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

Note 28: See clause 46 regarding waivers.

43 Awarding reduced volume of learning

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

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

(b) a prior qualification in a cognate discipline deemed by the Associate Dean to provide comparable preparation to paragraph (a);

(c) relevant professional experience deemed by the Associate Dean to provide comparable preparation to paragraph (a); or

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

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

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

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

(c) whether any documentation provided by the student demonstrates skills, knowledge or understanding that are equivalent to those that would be gained in relevant University studies.
The onus will be on the student to provide appropriate documentation or other evidence.

Reduced volume of learning will not be granted, except with the permission of the Associate Dean:
(a) where the reduced volume of learning was previously listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with sub-clause 43A(2); or
(b) to reinstate reduced volume of learning that has previously been rescinded, on request by the student in accordance with clause 43B.

**43A Accepting and declining offers of specific credit, non-specific credit and reduced volume of learning**

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

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

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

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

*Note 28A*: See clause 38 regarding deferral.

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

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

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

**44 Limits on credit and reduced volume of learning**

(1) Subject to this clause, and notwithstanding any credit or reduced volume of learning granted in accordance with clauses 42 and 43, in order to qualify for an award:
(a) an undergraduate student must complete a minimum of:
(i) one year (or part-time equivalent) of the award course at the University; and

(ii) 48 credit points of the award course at the University;

(b) a postgraduate student must complete at least 50 per cent of the course requirements at the University; and

(c) a student enrolled in a Master’s degree must complete a minimum of 48 credit points of postgraduate study (including any postgraduate study at another university) in order to qualify for the award.

(2) The Associate Dean may vary the requirements in paragraph (1) where the work was completed:

(a) as part of an embedded program at the University;

(b) as part of another award course undertaken at the University; or

(c) as part of an award course approved by the University as part of an approved conjoint venture with another institution.

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

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

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

(a) in an embedded program at the University; or

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

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

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

Note 29: The provisions for granting credit in an award course offered as part of an approved conjoint venture are prescribed in the Senate resolutions and the faculty resolutions for the course.

45 Credit in embedded programs, including embedded honours

Note 30: Faculties have authority to establish embedded programs in closely related academic or professional areas, to establish incrementally higher levels of attainment at Graduate Certificate, Graduate Diploma and Masters level. Faculties may specify in the faculty resolutions conditions for transfer from one award in the embedded program to another.
(1) Students enrolled in an embedded program who have met the conditions for, and elect to, transfer to a longer award course in that embedded program:
   (a) may transfer their enrolment to the longer award course; and
   (b) will receive credit for all of the units of study completed in the shorter award
       course, provided that the units of study are approved as a requirement for
       the longer award course; and
   (c) will not be permitted to graduate from the shorter award course.

(2) Subject to the relevant course requirements, graduates of a course in an
    embedded program who subsequently become candidates for a longer award
    course in the same embedded program may be granted credit for units of study
    completed in the shorter award course.

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

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

Note 31: For information on admission to a Bachelor degree award course at honours level, see
clause 93.

46 Awarding waivers

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

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

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

Note 32: For subclause (1): as the student will not have passed the compulsory unit of study, the
student will have to make up the credit points by undertaking other units of study.

PART 12 ENROLMENT IN AND UNDERTAKING UNITS OF STUDY

47 Units of study

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

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

(3) A student must pass a unit of study to acquire the credit points for that unit of
    study.
(4) The total number of credit points required for completion of an award course, including a combined degree or double degree course, is specified in the Senate resolutions and the course resolutions.

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

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

48 Students must enrol in units of study

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

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

Note 33: See also Part 13.

49 Assumed knowledge

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

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

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

Note 34: For the current list of assumed knowledge and recommended study areas for undergraduate courses, see the Academic Board standards website.

50 Prerequisite and co-requisite requirements

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

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

(3) Subject to subclause 46(2), a student may not enrol in a unit of study for which there is a co-requisite requirement unless he or she also enrolls in or has already completed the co-requisite unit of study.
Note 35: For details of prerequisite and co-requisite requirements for courses, see the relevant faculty handbook.

51 Enrolment restrictions

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

(a) enrol in a unit of study that he or she has already completed towards the requirements for an award course;
(b) enrol in any unit of study that overlaps substantially in content with a unit of study that has already been completed by the student, or for which credit or a waiver or exemption has been granted;
(c) enrol in units of study additional to award course requirements;
(d) enrol in units of study with a total credit point value exceeding:
   (i) for enrolments in any one semester – 30 credit points;
   (ii) for enrolments in the Summer School – 12 credit points;
   (iii) for enrolments in the Winter School – 6 credit points; or
(e) enrol in a prohibited unit of study.

Note 36: The course resolutions may prescribe a lower credit point value limit.

Note 37: The Associate Dean will specify prohibited units of study in the table of units.

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

52 Repeating a unit of study

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

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

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

53 Concurrent enrolment

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

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

Note 38: This includes courses offered by other institutions.

(2) The same unit of study cannot be counted towards the requirements for two different courses, except:
(a) for combined degrees;
(b) for the purpose of satisfying prerequisite, co-requisite and admission requirements; and
(c) where a student is permitted to enrol in two postgraduate programs simultaneously, faculties may allow a maximum of two units of study to be cross-credited towards requirements for a maximum of two degrees as set out in clause 90.

54 Cross-institutional study

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

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

55 Attendance

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

(2) A student enrolled in a unit of study must comply with the requirements set out in the faculty resolutions, course resolutions or unit of study outline about undertaking the unit of study, including on matters such as:
   (a) attendance at and participation in lectures, seminars and tutorials; and
   (b) participation in practical work.

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

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

PART 13 DISCONTINUATION AND SUSPENSION OF ENROLMENT

56 Discontinuation of enrolment

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

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

(3) A student who discontinues enrolment in a course during his or her first year of enrolment in the course will not be permitted to re-enrol in that course unless:
   (a) the Dean granted prior permission to re-enrol; or
57 Suspension of enrolment by student

(1) Subject to restrictions imposed by the Education Services for Overseas Students Act 2000 on student visa holders, a student in a course may suspend his or her enrolment in a course:
   (a) for a maximum period of one year; or
   (b) with the approval of the Associate Dean, for a maximum period of two years.

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

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

58 Suspension and termination of candidature for failure to enrol

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

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

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

59 Return to candidature

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

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

PART 14 ASSESSMENT

60 Statement of intent

(1) The purpose of this Part is to:
(a) set out the principles that underpin the University’s approach to assessment;
(b) support students’ development and progressive demonstration of:
   (i) information literacy skills and understanding;
   (ii) ethical practices associated with academic and personal integrity; and
   (iii) research, inquiry and communication skills;
(c) inform curriculum and teaching quality assurance programs; and
(d) underpin accountability for achievement of graduate outcomes.

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

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

61 Assessment principles and their implementation

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

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

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

62 Principle 1 - Assessment practices must advance student learning

This principle requires that:

(1) Assessment practices align with goals, context, learning activities and learning outcomes.
(2) A variety of assessment tasks are used while ensuring that student and staff workloads are considered.
(3) Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.
(4) Constructive, timely and respectful feedback develops students’ skills of self and peer evaluation and guides the development of future student work.

63 Principle 2 - Assessment practices must be communicated clearly to students and staff

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

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

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

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

64 Principle 3 - Assessment practices must be valid and fair

This principle requires that:

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

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

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

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

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

This principle requires that:

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

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

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

Note 39: A student does not have a right to a merits review by the Student Appeals Body under the University of Sydney (Student Appeals against Academic Decisions) Rule 2006, and cannot appeal against an academic decision on the ground that the student believes that the academic decision was made in a manner that was inconsistent with the Assessment Principles.

66 Common result grades

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

(2) The grades of high distinction, distinction and credit indicate work of a standard higher than that required for a pass.
(3) A student who completes a unit of study for which only a pass or fail result is available will be recorded as having satisfied requirements.

66A Simple Extensions

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

(2) Such permission is an informal arrangement between the unit of study co-ordinator and the student which does not:

(a) affect the student’s entitlement to apply for special consideration under this policy;

(b) alter any time limits or other requirements relating to applications for special consideration; or

(c) constitute an academic decision for the purposes of the University of Sydney (Student Appeals Against Academic Decisions) Rule 2006 (as amended).

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

67 Special consideration due to illness, injury or misadventure

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

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

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

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

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

(6) Rescinded.

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

(8) All requests for special consideration must be genuine and made in good faith.

(a) Attempts to use special consideration as a means of gaining an unfair advantage in an assessment must be rejected.

(b) Making a request for special consideration that is not genuine or in good faith may lead to disciplinary action against a student.

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

(10) Special consideration must not be granted for:

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

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

68 Students with a disability

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

Note 40: As at the date of these procedures, information about the University’s Disability Services can be found here: [http://sydney.edu.au/study/academic-support/disability-support.html](http://sydney.edu.au/study/academic-support/disability-support.html)

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

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

(4) Accessible examination and assessment conditions include, but are not limited to:
   (a) extra time for reading, writing, resting or toilet breaks;
   (b) use of a scribe;
   (c) examination papers in alternative formats;
   (d) use of assistive technology;
   (e) ergonomic furniture;
   (f) using a designated room and experienced supervisors;
   (g) using a separate room with a scribe or assistive technology;
   (h) rescheduling and or spacing of examinations into the deferred examination period.

69 Special arrangements for assessments

(1) The relevant delegate may make special arrangements available to any student who is unable to meet assessment requirements or attend examinations because of one or more of the following:
   (a) essential religious commitments or essential beliefs (including cultural and ceremonial commitments);
   (b) compulsory legal absence (such as jury duty or court summons);
   (c) sporting or cultural commitments, including political or union commitments, where the student is representing the University, state or nation;
   (d) birth or adoption of a child;
(e) Australian defence force or emergency service commitments (including Army Reserve);

(f) the relevant delegate forms the view that employment of an essential nature to the student would be jeopardised and that the student has little or no discretion with respect to the employment demand.

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

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

70 Responsibilities for implementation of this Part

(1) **The Academic Board** is responsible for:

(a) ensuring that assessment practices comply with this policy; and

(b) ensuring that assessment practices and procedures are monitored and reviewed at the level of faculties in accordance with this policy, and that changes to assessment practices are made where appropriate as a consequence of such review.

(2) **The Registrar** is responsible for:

(a) overseeing the release of results to students; and

(b) overseeing the conduct of examinations.

(3) **Deans and Associate Deans** are responsible for:

(a) ensuring that this policy is contextualised and implemented in all programs and units for which the faculty is responsible;

(b) ensuring that faculty practices and standards in relation to assessment are consistent with this policy and any associated procedures; and

(c) appointing a responsible head where the teaching of a unit of study is shared by more than one department.

(4) **Heads of Departments and or Heads of Schools** are responsible for:

(a) ensuring that this policy is contextualised and implemented in all programs and units for which the academic unit is responsible;

(b) appointing principal examiners; and

(c) appointing program co-ordinators.

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

(a) developing and overseeing an assessment strategy for the students’ program or major that is consistent with this policy and any associated procedures;

(b) fostering a whole of program/major approach to assessment;

(c) ensuring program/major learning outcomes and standards are made clear to students;
(d) monitoring overall assessment loads for both staff and students;
(e) ensuring program/major learning outcomes are assessed at appropriate points throughout the degree;
(f) ensuring that assessment tasks reflect increasing levels of complexity across the program/major; and
(g) facilitating and promoting opportunities for professional development of assessment practice for all staff teaching a program, with particular emphasis on new and less experienced teachers.

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

(7) **Unit lecturers and tutors** are responsible for:
(a) assessing student work fairly, consistently and in a timely manner;
(b) providing timely feedback which enables students to further improve their learning and performance wherever possible; and
(c) advising students in relation to expectations relevant to specific aspect tasks.

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

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**PART 15 PROGRESSION**

**71 Progression requirements**

*Note 41:* A student enrolled in an award course must meet the progression requirements and all the course requirements for an award course within the time limits for the course.
Subject to this Policy, a faculty will prescribe in the faculty resolutions or the course resolutions the progression requirements for coursework award courses in that faculty.

72 Statement of intent

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

(2) Faculties will assist and promote the progression of students who are not meeting progression requirements by:
   (a) regularly and effectively advising students of progression requirements;
   (b) identifying and alerting students who are not meeting progression requirements;
   (c) providing assistance to students who are not meeting progression requirements; and
   (d) tracking the progress of students after they are identified as not meeting progression requirements.

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

73 Monitoring progression

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

(2) When monitoring each student’s progression, the faculty may take into account:
   (a) whether the student has attended compulsory teaching and assessment components of a unit of study;
   (b) whether the student has over-enrolled in an attempt to catch up on failed units of study; and
   (c) whether there are significant variations in the student’s academic performance.

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

74 Progression profile

(1) Faculties will establish and maintain a progression profile for each student who is identified as not meeting academic progression requirements.

(2) The progression profile will include all documents relating to a student’s academic progression, including correspondence and interview records.

(3) The progression profile will be attached to the student’s file.
75 Triggers for identifying students who are not meeting academic progression requirements

(1) At the end of each semester, each faculty will identify the students in courses offered by the faculty who are not meeting academic progression requirements.

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

76 Stage 1 - Students identified for the first time as not meeting academic progression requirements

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

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

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

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

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

Note 42: See clause 78 for information on the show cause process.

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

(1) Students who:
(a) are enrolled in an award course whose normal full-time duration is two years or less; and
(b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress;

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

(2) Students who:
(a) are enrolled in an award course whose normal full-time duration is more than two years; and
(b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress as prescribed in clause 82;

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

(3) The letter will advise each student:
(a) that they have been identified as not meeting academic progression requirements;
(b) why they have been identified as not meeting academic progression requirements;
(c) that they are advised to:
   (i) complete a Staying on Track survey; and
(ii) attend a Staying on Track information session, if they have not already done so;
(d) that they are required to consult an academic adviser in their faculty; and
(e) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile.

(4) The Staying on Track survey will:
(a) assist students to identify and explain why they are having difficulties meeting academic progression requirements; and
(b) require students to consult with their year adviser or Associate Dean, who will ask them to provide information about any support services or other remedial action the student has taken since they were first identified as not meeting academic progression requirements.

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

Note 43: The Associate Dean will take into account whether a student has consulted an academic adviser when determining whether a student has shown good cause for the purposes of clause 78.

78 Stage 3 - Being asked to show good cause

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

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

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

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

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

(6) A student’s response to a request to show good cause should:
(a) outline the circumstances that have negatively affected the student’s study performance;
(b) explain the specific effects or impacts of those circumstances;

(c) outline the steps that the student has taken, or will take in the future, to address each of those circumstances, with a view to ensuring that they will not negatively affect the student’s study performance in the future;

(d) if the student has previously been asked to show good cause, explain whether previously identified factors affecting their study performance have recurred, including reasons why previous strategies to address those factors have been ineffective; and

(e) attach any relevant documentary evidence.

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

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

Note 44: Documentary evidence for paragraph (6)(e) may include medical certificates, police reports, statutory declarations or academic transcripts. The Associate Dean may take into account relevant aspects of a student’s record in other courses or units of study within the University, and relevant aspects of academic studies at other institutions, provided that the student presents this information to the Associate Dean.

Note 45: A response to a request to show good cause is not a substitute for a special consideration or special arrangement application, which should be lodged as appropriate in accordance with this policy.

79 Permission to re-enrol

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

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

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

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

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

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

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

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

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

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

Note 46: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.
81 Applying for re-admission after exclusion for failure to meet progression requirements

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

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

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

Note 47: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

Note 48: For information on applying for admission to other courses at the University after exclusion, see clause 11.

82 Reversion

(1) Where a student previously identified as not meeting academic progression requirements meets progression requirements for two consecutive semesters, his or her name will be removed from the academic progression register.

(2) If, having been removed from the academic progression register, a student who has previously been identified as not meeting academic progression requirements fails again to meet progression requirements, he or she will be regarded as being at Stage 1 of the process outlined in this Part. These students may, at the faculty’s discretion, be required to consult an academic adviser about their progress.

PART 16 SHOW GOOD CAUSE FOLLOWING FAILURE, DISCONTINUATION OR EXCLUSION

83 Show good cause following failure, discontinuation or exclusion

(1) The Associate Dean may require a student to show good cause why he or she should be permitted to re-enrol in a unit of study that he or she has failed or discontinued more than once, whether that unit of study was failed or discontinued when the student was enrolled in an award course offered by the current faculty or by another faculty.

(2) The Associate Dean may require a student who:

(a) has had his or her candidature in an award course at the University, or at another institution, terminated due to failure or discontinuation; and

(b) has subsequently been admitted or re-admitted to an award course at the University;

to show good cause why he or she should be permitted to re-enrol in a year of candidature or a unit of study that he or she has failed or discontinued in the year immediately following the admission or re-admission.

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

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

(i) completion of a unit or units of study within a specified time;
(ii) exclusion from a unit or units of study; and
(iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study.

(4) The Associate Dean may not exclude a student who subsequently does not meet any conditions on enrolment imposed under paragraph (3)(b) without allowing the student a further opportunity to show good cause.

Note 49: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

PART 17 AWARD COURSE REQUIREMENTS

Note 50: To qualify for the award of a degree, diploma or certificate, a student must:

- complete the award course requirements prescribed in any relevant faculty resolutions and the course resolutions; and
- satisfy the requirements of the Coursework Rule and any applicable policy

See clause 5.1 of the Coursework Rule.

84 Masters by coursework

The Masters by coursework degree:

(a) is a program of either or both of advanced learning and professional training;
(b) builds on prior undergraduate study;
(c) normally leads to a capstone experience, which provides an opportunity to synthesise the knowledge and experience gained.

85 The capstone experience

(1) All Advanced Learning Masters degrees and appropriate Professional Masters degrees culminate in a capstone experience.

(2) The capstone experience:

(a) is a unit of study designed to provide students with an opportunity to:

(i) draw together the learning that has taken place during the award course;
(ii) synthesise the learning that has taken place during the award course with their prior learning and experience; and
(iii) draw conclusions that will form the basis for further investigation and intellectual and professional growth;

(b) will be integrative, foster student autonomy and, where appropriate, a trans-disciplinary perspective;
(c) will contribute to award course aims and the generic attributes of graduates;
(d) is taken towards the end of the award course, with the result captured in a mark or the component of a mark;

(e) may take the form of:
   (i) a long essay;
   (ii) a thesis;
   (iii) a project;
   (iv) a professional placement;
   (v) a comprehensive or oral examination;
   (vi) a portfolio with commentary;
   (vii) a performance;
   (viii) an exhibition;
   (ix) a public presentation;
   (x) a law moot; or
   (xi) another activity appropriate to the discipline.

86 Award course requirements for the Advanced Learning Masters degree

(1) The Advanced Learning Masters degree comprises a minimum of one year of full-time advanced study culminating in a capstone experience.

(2) Advanced Learning Masters degrees contain optional opportunities for interdisciplinary study and research and, where appropriate and feasible:
   (a) exchange and work-based projects; and
   (b) professional or industry experience.

(3) Advanced Learning Masters degrees carry the title Master of Arts in [discipline], Master of Science in [discipline], or a title specified in the relevant course resolutions.

(4) Candidates for the Advanced Learning Masters degree must complete a minimum of 48 credit points of study, or such higher number as specified in the course resolutions, including:
   (a) core advanced units of study as specified in the course resolutions;
   (b) a capstone experience;
   (c) elective advanced units of study, including:
      (i) an optional 12 credit points of research, as prescribed in the course resolutions;
      (ii) optional units of study offered by another faculty, as prescribed in the course resolutions or with the permission of both faculties;
   (d) where specified in the course resolutions, optional elective units designed by the faculty involving a professional or industry project; and
   (e) where appropriate and specified in the course resolutions, optional inter-institutional units of study.
87 Award course requirements for the Professional Masters degree

(1) The Professional Masters degree comprises a minimum of one year and a maximum of four years of full-time study leading to a qualification that contributes to professional accreditation or recognition.

(2) Where appropriate to professional requirements, Professional Masters degrees will include:
   (a) a capstone experience;
   (b) opportunities for interdisciplinary study;
   (c) research;
   (d) inter-institutional study; and
   (e) professional or industry experience.

(3) Candidates for Professional Masters degrees must complete the requirements set out in the course resolutions, which will include a minimum of 48 and a maximum of 192 credit points, including:
   (a) core units of study as specified in the course resolutions;
   (b) where appropriate, a capstone experience;
   (c) elective advanced units of study including, where appropriate and feasible:
      (i) an optional 12 credit points of research as set out in the course resolutions;
      (ii) optional elective units of study offered by another faculty, as prescribed in the course resolutions or with the permission of both faculties;
      (iii) where specified in the course resolutions, optional elective units designed by the faculty involving a professional or industry project; and
      (iv) where specified in the course resolutions, optional exchange units.

88 Award course requirements for the Graduate Diploma

(1) The Graduate Diploma is an advanced program of study building on either or both of prior undergraduate and postgraduate study.

(2) A Graduate Diploma may be offered as an embedded award in an Advanced Learning or Professional Masters program, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Diploma will be Graduate Diploma in [discipline], where [discipline] is:
   (a) an identifier that is unique within the faculty; and
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Diploma is offered as a stand-alone program, its title will be as specified in the course resolutions.

(5) Candidates for a Graduate Diploma must complete a minimum of 36 and a maximum of 48 credit points of study, including:
   (a) core units of study as specified in the course resolutions; and
(b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the course resolutions or with the permission of both faculties.

89 Award course requirements for the Graduate Certificate

(1) The Graduate Certificate is an advanced program of study building on:
   (a) prior undergraduate study; or
   (b) where approved by the faculty, prior experience that is considered by the faculty to demonstrate knowledge and aptitude to undertake the required units of study.

(2) A Graduate Certificate may be offered as an embedded award in an Advanced Learning program, a Professional Masters program, a Graduate Diploma, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Certificate will be Graduate Certificate in [discipline], where [discipline] is:
   (a) an identifier that is unique within the faculty; and
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Certificate is offered as a stand-alone program, its title will be as specified in the course resolutions.

(5) Candidates for the Graduate Certificate must complete a minimum of 24 and a maximum of 36 credit points of study, including:
   (a) core units of study as specified in the course resolutions; and
   (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the course resolutions or with the permission of both faculties.

90 Award course requirements for combined postgraduate coursework degrees and double degrees

(1) Subject to this clause, faculties may establish combined degree and double degree programs involving postgraduate coursework awards allowing some units to be cross-credited to both degrees.

(2) The minimum course requirement for a double Masters degree is 96 credit points, equating to two years of full-time study.

(3) The cross-credited units of study for combined postgraduate degrees and double degrees will not exceed a value of 12 credit points in each degree.

(4) Faculties may admit candidates to two postgraduate award courses and allow a maximum of 12 credit points to be credited to both awards, provided that:
   (a) where the awards are offered by two faculties, double enrolment is with the permission of the Deans of both faculties; and
   (b) units of study to be cross-credited in both degrees are cross-credited with the written approval of the relevant Deans and Heads of Department.
91 Award course requirements for combined degree and double degree programs for the award of a Bachelor and Masters degree

(1) Subject to this clause, faculties may establish combined degree and double degree programs for the award of a Bachelor degree and the award of a Masters degree.

(2) The minimum requirements for a double degree combining the award of a Bachelor degree and a Masters degree is 192 credit points, equating to four years of full-time study.

(3) Candidates may not proceed to units of study at the Masters level without achieving in units contributing to the Bachelor degree at:

(a) a credit level; or

(b) such higher level as is set out in the course resolutions.

PART 18 AWARDS

Note 51: An Undergraduate Diploma may be awarded at one of four grades: pass, pass with merit, pass with distinction, pass with high distinction.

A Bachelor degree may be awarded at one of two grades: pass, or pass with honours.

Degrees of Master by coursework may be conferred, and Graduate Diplomas and Graduate Certificates may be awarded, only at a pass grade.

See clause 6.1 of the Coursework Rule.

92 Transcripts and testamurs

(1) A student who has completed an award course or a unit of study at the University will receive an academic transcript or graduation statement upon application and payment of any required fees.

Note 52: For information on the circumstances in which the University will apply sanctions for unpaid debts, see the Student Debtor Sanctions Policy 2014.

(2) A student who has completed the course requirements for an award course will receive a testamur and a graduation statement.

(3) A testamur will state:

(a) any major body of study including, where relevant, majors, streams or specialisations completed by the graduate;

(b) for a graduate of a Bachelor degree course with appended honours:

(i) the honours grade awarded; and

(ii) the subject area(s) of each honours course completed by the graduate;

(c) for an Undergraduate Diploma awarded with merit, distinction, high distinction or honours, that the Diploma is so conferred.
92A Aegrotat and posthumous awards

The Deputy Vice-Chancellor (Registrar) may, on the recommendation of the relevant Dean, authorise the conferral of an aegrotat or posthumous award in circumstances involving serious illness or the death of a student.

PART 19 AWARDS WITH HONOURS

93 Admission to an award course with honours

(1) On the recommendation of the relevant Head of Department, a Dean may admit a student to an appended honours course, if the student has:

(a) met the requirements for a pass degree in the course;
(b) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate study (excluding any 1000 level units if the course is available on a full-time basis to high school graduates); and
(c) met any additional requirements set by the faculty resolutions or course resolutions for admission to honours in the course.

(2) On the recommendation of the relevant Head of Department, a Dean may admit a student to an integrated honours course:

(a) if the student has:
   (i) met the requirements for a pass degree in the course;
   (ii) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate units of study (excluding any 1000 level units if the course is available on a full-time basis to high school graduates); and
   (iii) met any additional requirements set out by the faculty resolutions or course resolutions; or
(b) from the commencement of the award course if:
   (i) the Academic Board has approved the award course as one that meets the learning outcomes of an AQF Level 8 honours qualification; and
   (ii) the course resolutions incorporate explicit requirements for completion of the award course that are consistent with the awarding of honours as prescribed in this Policy.

(3) A student who is enrolled in an appended honours course:

(a) may not graduate with the pass degree; and
(b) may not enrol part-time, except in accordance with the course resolutions.

(4) A student who fails or discontinues an appended honours year may not re-enrol in it, except with the approval of the Dean.

94 Principles for the award of honours

The principles for the University's offering degrees with honours are:

(a) the award of honours is reserved to indicate special proficiency;
(b) the University offers courses leading to a degree with honours to provide research training opportunities to students who demonstrate special proficiency and the ability to undertake further study and research within a discipline;

(c) a course leading to a degree with honours is intended to attract and stimulate students of high ability;

(d) honours awards are in classes, to recognise and reward outstanding academic ability;

(e) an honours course:
   (i) will provide the foundations of research training within the relevant discipline; and
   (ii) will have an identifiable, discipline-specific individual research, scholarly or creative component that is allocated at least 12 credit points; and

(f) the assessment tasks for research units of study will comprise, at least in part, a dissertation.

95 Qualifying for an award with honours

(1) To qualify for an award with honours, a student must meet the requirements set out in the faculty resolutions and course resolutions.

(2) The award of a degree with honours, and the grade of honours awarded, will be assessed and calculated according to two mechanisms:
   (a) for appended honours - by an honours mark; or
   (b) for integrated honours - by a grade average calculated across at least 48 credit points of study.

(3) Each faculty will publish the grading systems and criteria for the award of honours in that faculty.

96 Determining honours awards for appended honours and integrated honours (using a 48+ credit point average)

(1) This clause applies to:
   (a) an appended honours course; and
   (b) an integrated honours course where, under the course resolutions, the conferral of the degree with honours, and the class of honours, is determined using a mark calculated across units of study attracting at least 48 credit points but less than 96 credit points.

(2) A student who achieves a mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$80 \leq \text{honours mark} \leq 100$</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>$75 \leq \text{honours mark} &lt; 80$</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>$70 \leq \text{honours mark} &lt; 75$</td>
<td>Second Class / Division 2</td>
</tr>
</tbody>
</table>
A student who achieves a mark of less than 65 is not awarded honours.

### Determining honours awards for appended honours and integrated honours (using a 96+ credit point average)

1. This clause applies to an integrated honours course where, under the course resolutions, the conferral of the degree with honours, and the class of honours, is determined using an honours mark calculated across units of study that together have at least 96 credit points.

2. A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>must be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Second Class / Division 2</td>
</tr>
</tbody>
</table>

3. The course resolutions for a course may require a student to achieve higher honours marks for particular classes of honours.

4. A student who achieves a mark of less than 65 is not awarded honours.

### PART 20 UNIVERSITY MEDALS

#### Qualifying for a University Medal

A student who has qualified for a Bachelor degree with honours with an outstanding academic record throughout the award course may be eligible for the award of a University Medal.

#### Awarding University Medals

1. Faculties may signal outstanding achievement in a Bachelor degree course with honours by awarding a University Medal to one or more students.

2. Faculties will discuss and determine the normal minimum levels of academic performance required for the award of a University Medal, using broadly comparable University-wide criteria based on the conditions for the award of First Class Honours.

3. The award of a University Medal will not be based solely on a numerical mark or faculty formula. A minimum criterion will be regarded as a necessary but not sufficient consideration for the award of a University Medal.

4. Honours students entering the University with advanced standing will be assessed for University Medals in the same way as students undertaking their entire award course within the University.
PART 21  TERMINATION OF CANDIDATURE

100  Failure to complete within time limits

The candidature of a student who has not completed the course requirements for an award course within the period prescribed under clause 4.2 of the Coursework Rule, is by force of this clause, automatically terminated at the end of that period.

Note 53: The candidature of a student who discontinues his or her enrolment in a course during his or her first year of enrolment in the course, without prior permission from the Dean to re-enrol, is automatically terminated in accordance with subclause 56(3) of this Policy.

Note 54: The candidature of a student who does not enrol for any unit of study for two consecutive semesters is automatically terminated in accordance with subclause 58(3) of this Policy.

101  Termination of candidature where disqualifying circumstances exist

(1) Subject to this clause, a Dean the Registrar may terminate the candidature of a student if one or more of the following disqualifying circumstances exist:

(a) the student, or someone acting on the student's behalf, made a material misrepresentation in applying for admission to an award course;

(b) the student failed to disclose to the University a fact or circumstance material to its decision to admit the person to an award course; or

(c) the student was admitted to an award course on the basis of a degree, diploma or certificate obtained wholly or partly by fraud, academic misconduct or other dishonesty.

(2) Before terminating the candidature of a student in accordance with this clause, the Dean Registrar must give the student written notice of the proposed termination of candidature.

(3) The notice must:

(a) set out the basis on which it is proposed that the student's candidature be terminated;

(b) inform the student that he or she may make written submissions to the Dean Registrar on the proposed termination of candidature, and by when to make such submissions;

(c) inform the student that the Dean Registrar will determine, after considering any submissions from the student, whether to terminate the student's candidature.

(4) The period for making submissions under subclause (3) must be at least 20 working days.

(5) The Dean Registrar will:

(a) consider the student's submissions within 10 working days of receiving them; and

(b) take all reasonable measures to finalise the process as soon as practicable.

(6) If the Dean Registrar is satisfied, after considering any submissions made by the student, that:

(a) the disqualifying circumstances specified in the notice exist; and
(b) because of those disqualifying circumstances the student’s candidature in the award course should be terminated;

the Dean Registrar will terminate the student’s candidature in the award course.

(7) The Dean Registrar will notify the student of the decision in writing, including reasons, as soon as possible after it is made.

(8) If a Dean the Registrar terminates the candidature of a student in accordance with this clause:

(a) any liability of the student to pay fees or charges to the University is not affected; and

(b) the student is not entitled to a refund, repayment or set off of any fee or other amount paid; and

(c) the student will not be eligible for admission to any course at the University for a period of three years from the date of termination of candidature in relation to the course.

Note 55: A decision made by a Dean the Registrar in accordance with this clause is not an ‘academic decision’ and cannot be appealed to the Student Appeals Body in accordance with the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

102 Rescissions, replacements and transitional arrangements

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

(a) Admission: Advanced Standing, Credit and Exemption Policy, which commenced on 15 April 1998;

(b) Admission to Undergraduate Courses Policy, which commenced on 16 October 2002;

(c) Assessment Policy 2011, which commenced on 9 November 2011;

(d) Academic Board Policy on Awards with Honours, which commenced on 13 August 2003;

(e) Postgraduate English Language Requirements Policy, which commenced on 24 August 2011; and

(f) Student Academic Progression Policy, which commenced on 13 December 2006.

(2) A reference in any course resolution, faculty resolution or policy to any document rescinded by this Policy should be construed as a reference to this Policy.
SCHEDULE 1

Common Result Grades

(1) The Academic Board has adopted a set of grades that are common to all undergraduate and postgraduate courses that award merit grades for coursework, as set out in the following table.

(2) Learning outcomes for units of study are reported in one of two ways:
   (a) by grade and mark: the mark and grade must correspond as indicated in the Schedule below;
   (b) by grade only: the grade should be either Satisfied Requirements (SR) or Failed Requirements (FR).

(3) Learning outcomes for a unit of study must be reported in the same way for all students enrolled in the unit.

<table>
<thead>
<tr>
<th>Current grade</th>
<th>New grade</th>
<th>Description</th>
<th>Mark Range</th>
<th>Use</th>
<th>Use in WAM</th>
<th>Impact on Progression/at risk status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF</td>
<td>Absent fail</td>
<td>Range from 0 to 49</td>
<td>To be awarded to students who fail to demonstrate the learning outcomes for the unit at an acceptable standard through failure to submit or attend compulsory assessment tasks or to attend classes to the required level. In cases where a student receives some marks but fails the unit through failure to attend or submit a compulsory task, the mark entered shall be the marks awarded by the faculty up to a maximum of 49. This grade should not be used in cases where a student attempts all assessment tasks but fails to achieve a mandated minimum standard in one or more task. In such cases a Fail (FA) grade and a mark less than 50 should be awarded.</td>
<td>Included in WAM</td>
<td>To Count as Fail</td>
</tr>
</tbody>
</table>

Respect is a core value of the Academic Board
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Range</th>
<th>Criteria</th>
<th>Included in WAM</th>
<th>Count as</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRA</td>
<td>Credit (Aegrotat)</td>
<td>Range from 65 to less than 75</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included in WAM</td>
<td>Credit</td>
</tr>
<tr>
<td>CN</td>
<td>Cancelled</td>
<td>No mark</td>
<td>To be used when an enrolment is cancelled.</td>
<td>Not included in WAM</td>
<td>No impact on progression or at risk status</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>Range from 65 to less than 75</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
</tr>
<tr>
<td>DA</td>
<td>Distinction (Aegrotat)</td>
<td>Range from 75 to less than 85</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
</tr>
<tr>
<td>DF</td>
<td>Discontinue - fail</td>
<td>No mark</td>
<td>Recorded on external transcript. This applies in cases of discontinuation from the time DC ceases to be automatically available up to the cessation of classes for the unit of study and where a faculty has not determined that a grade of DC is warranted.</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>D</td>
<td>Distinction</td>
<td>Range from 75 to less than 85</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
</tr>
<tr>
<td>DNF</td>
<td>Discontinued not to count as failure</td>
<td>No mark</td>
<td>Recorded on external transcript. This result applies automatically where a student discontinues after the Census Date but before the end of the seventh week of the Semester (or before half of the unit of study has run in the case of units of study which are not Semester-length). A Faculty may determine that the result of DC is warranted after this date if the student has made out a special case based on illness or misadventure (see clause 13 14(13)(a)(vi) of the Assessment Procedures 2011).</td>
<td>Not included in WAM</td>
<td>Not to count as fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>F</td>
<td>FA</td>
<td>Fail</td>
<td>Range from 0 to less than 50</td>
<td>To be awarded to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty. This grade, with corresponding mark, should also be used in cases where a student fails to achieve a mandated standard in a compulsory assessment, thereby failing to demonstrate the learning outcomes to a satisfactory standard. In such cases the student will receive the mark awarded by the faculty up to a maximum of 49.</td>
</tr>
<tr>
<td>10</td>
<td>–</td>
<td>FR*</td>
<td>Failed Requirements</td>
<td>No mark</td>
<td>To be awarded in units of study where student achievement is measured either as Satisfied Requirements or Failed Requirements only, without a mark to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty.</td>
</tr>
<tr>
<td>11</td>
<td>HDA</td>
<td>HA</td>
<td>High Distinction (Aegrotat)</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars for the unit established by the faculty.</td>
</tr>
<tr>
<td>12</td>
<td>HD</td>
<td>HD</td>
<td>High distinction</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars established by the faculty.</td>
</tr>
<tr>
<td>13</td>
<td>INC</td>
<td>IC</td>
<td>Incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result. Except in special cases approved by the Academic Board, this result will be converted to a normal permanent passing or failing grade either: (a) by the Dean at the review of examination results pursuant to clause 15 of the Assessment Procedures; or (b) automatically to an AF grade by the third week of the immediately subsequent academic session or in the case of Semester 2, by mid-February.</td>
</tr>
<tr>
<td>14</td>
<td>PA</td>
<td>PA</td>
<td>Pass (Aegrotat)</td>
<td>Range from 50 to less than 65</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
</tr>
<tr>
<td>No.</td>
<td>Grade</td>
<td>Grade Code</td>
<td>Description</td>
<td>Status</td>
<td>Notes</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>------------</td>
<td>-------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>15</td>
<td>P</td>
<td>PS</td>
<td>Pass</td>
<td>Included</td>
<td>To count as pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Range from 50 to less than 65</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>RA</td>
<td>SA*</td>
<td>Satisfied Requirements (Aegrotat)</td>
<td>Not included</td>
<td>To count as pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No mark</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. No mark is awarded with this grade. May only be awarded by a Dean.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>RINC</td>
<td>RI</td>
<td>Result incomplete</td>
<td>Not included</td>
<td>Not included</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No mark</td>
<td>This is a temporary result which is used in cases where a result will remain incomplete for longer periods than allowed for the IC result, for example, in Honours programs that run overtime, or for exchange students.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>R</td>
<td>SR*</td>
<td>Satisfied requirements</td>
<td>Not included</td>
<td>To count as pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No mark</td>
<td>To be awarded in units of study where student achievement is measured as a pass or fail only without a mark to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>UCN</td>
<td>UC</td>
<td>Unit of Study Continuing</td>
<td>Not included</td>
<td>Progression status to be assessed at the last semester of the unit of study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No mark</td>
<td>Used at the end of a semester for units of study which have been approved to extend into a following Semester. This will automatically flag that no final result is required until the end of the last Semester of the unit of study.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>W</td>
<td>WD</td>
<td>Withdrawn</td>
<td>Not included</td>
<td>No impact on progression</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No mark</td>
<td>Not recorded on external transcript. This is the result that is used where a student applies to discontinue a unit of study by the published Census Date.</td>
<td></td>
</tr>
</tbody>
</table>
SCHEDULE 2

1 Grade Descriptors for Honours awards

These descriptors are intended to apply to all Honours awards at the University of Sydney. They have been designed to foster collective thinking about standards between disciplines, to assist students, supervisors, staff and disciplinary groups to calibrate their own internal, professional or disciplinary standards with those applied across the University and to promote discussion about standards among students, staff, supervisors and faculties.

2 The University medal

(1) University medal candidates will have produced an outstanding research thesis that has been awarded a Class 1 Honours. Additionally, candidates will have demonstrated an exceptional level of achievement across the whole degree program.

(2) Knowledge: A student who receives First Class Honours and the University Medal will demonstrate commanding breadth and depth of knowledge of the discipline studied, together with a strong understanding of its context and insight into problem solving and into the potential for further inquiry.

(3) Skills: A student who receives First Class Honours and the University Medal will demonstrate:

   (a) advanced skills that equip him or her to function and solve advanced problems within a profession or discipline under supervision and with autonomy and insight;
   (b) a thorough proficiency in the methods, techniques and subject matter appropriate to the field or fields studied and insight into their application;
   (c) strong skills and insight in the interpretation of results, data and appropriate information sources;
   (d) a capacity for illuminating critical analysis and self-evaluation;
   (e) outstanding skills in written and oral communication and in organisation and documentation;
   (f) exceptionally innovative, creative and imaginative thinking; and
   (g) cognitive and technical skills to carry out a research project with a high level of autonomy.

(4) Application of Knowledge and Skills: A student who receives First Class Honours and the University Medal will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

   (a) competently defending, where appropriate, his or her research within the chosen academic discipline at an expert level;
   (b) autonomy in thinking and motivation;
   (c) imagination, originality and insight;
   (d) comprehensive and extensive critical analysis and synthesis at an advanced level;
(e) insightful analysis of results and the potential and limitations of their study;
(f) a high degree of intellectual consistency; and
(g) coherent and rigorous design and meticulous execution of projects.

(5) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.

3 First Class Honours

(1) Knowledge: A student who receives First Class Honours will demonstrate breadth and/or depth of knowledge of the discipline(s) studied at a very high level, and the ability to place their work in context, appreciating the implications and broader significance.

(2) Skills: A student who receives First Class Honours will demonstrate:
(a) advanced or professional skills that equip him or her to function and solve advanced problems within a profession or discipline under supervision and with autonomy;
(b) a very high level of proficiency in the methods, techniques and subject matter appropriate to the field or fields studied;
(c) a very high level of skill in the interpretation of results, data and appropriate information sources;
(d) a high degree of sophistication in critical analysis and self-evaluation;
(e) outstanding written and oral expression, organisation, format and documentation;
(f) where relevant, highly innovative, creative and imaginative thinking; and
(g) a very high level of cognitive and technical skills to carry out a research project with considerable independence.

(3) Application of knowledge and skills: A student who receives First Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:
(a) significant independence in thinking and motivation;
(b) significant evidence of originality and insight;
(c) comprehensive critical analysis and synthesis at an advanced level;
(d) a skilful treatment and analysis of unexpected outcomes or inconsistent results, and/or recognition of some limitation of the methodology, if relevant; and
(e) a well-developed logical approach to designing appropriate research strategies.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.

4 Second Class Honours, Division I

(1) Knowledge: A student who receives Second Class Honours, Division I, will have advanced knowledge in the discipline of study and sound knowledge of the research principles and methodologies appropriate to the field of study.
(2) **Skills:** A student who receives Second Class Honours, Division I, will demonstrate:

(a) advanced or professional skills that equip him or her to function and solve problems within a profession or discipline under supervision and with independence;

(b) a high level of proficiency in the methods, techniques and subject matter of the field studied;

(c) a high level of cognitive skills to interpret results, data and other information sources;

(d) mastery of the modes of expression appropriate to the field of study, enabling fluent and succinct presentation of knowledge; and

(e) technical skills to plan a solid research project under supervision and execute it with some independence.

(3) **Application of knowledge and skills:** A student who receives Second Class Honours, Division I, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) design and plan a solid piece of research and scholarship;

(b) critically evaluate and synthesise material; and

(c) contextualize his or her work within the broader discipline of study.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and pursue independent research at postgraduate level.

## 5 Second Class Honours, Division II

(1) **Knowledge:** A student who receives Second Class Honours, Division II will have advanced knowledge of an area of, or a problem in, a discipline in sufficient depth to understand the range of scope of a defined topic, have a broad grasp of its theoretical underpinnings and understand the general range of principal issues facing that area of the discipline.

(2) **Skills:** A student who receives Second Class Honours, Division II will demonstrate:

(a) advanced or professional skills that equip him or her to understand problems within a profession or discipline under supervision and with some independence;

(b) a broad understanding of the methods, techniques and subject matter of the field studied and some proficiency;

(c) advanced cognitive skills to understand the interpretation of results and data and the ability to apply this understanding with supervision;

(d) effective skills in the modes of expression appropriate to the field of study; and

(e) technical skills to contribute to the planning of a research project and to execute it with direct supervision.

(3) **Application of knowledge and skills:** A student who receives Second Class Honours, Division II, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision and have demonstrated some independence of thought and autonomy; and
(b) with the guidance of a supervisor, draw valid conclusions based on investigation, observation and/or experiment, and understand the scope and limitations of those conclusions.

(4) Graduates at this level will demonstrate the capacity to pursue further study and after further research training, demonstrate the potential for independent research.

6 Third Class Honours

(1) Knowledge: A student who receives Third Class Honours will have advanced knowledge of an area of a discipline and understand relevant theory.

(2) Skills: A student who receives Third Class Honours will have

(a) skills that equip him or her to understand problems;
(b) some understanding of the methods, techniques and subject matter of the field studied;
(c) cognitive skills to understand the interpretation of results and data with supervision;
(d) communication skills that are able to articulate a problem and an approach taken to its solution; and
(e) technical skills to participate in the planning and execution of a research project with direct supervision.

(3) Application of knowledge and skills: A student who receives Third Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision.
(b) with the guidance of a supervisor, graduates will be able to understand and draw conclusions based on investigation, observation and/or experiment.

(4) Graduates at this level, after undertaking further research training, will demonstrate the capacity to pursue further supervised study.

7 Fail

(1) A fail to achieve Honours indicates that the student has not demonstrated the learning outcomes for any of the classes of Honours available.

(2) Students who do not achieve Honours may be awarded a pass degree provided that they have demonstrated the learning outcomes for the degree.
NOTES

Coursework Policy 2014

Date adopted: 3 December 2014
Date amended: 2 December 2015
Date registered: 17 December 2014
Date commenced: 18 December 2014
Administrator: Secretariat, Academic Board
Review date: 3 December 2019

Rescinded documents:

Admission: Advanced Standing, Credit and Exemption Policy
Admission to Undergraduate Courses Policy
Assessment Policy 2011
Academic Board Policy on Awards with Honours
Postgraduate English Language Requirements Policy
Student Academic Progression Policy

Related documents:

Australian Citizenship Act 2007 (Cth)
Disability Discrimination Act 1992 (Cth)
Education Act 1990 (NSW)
Education Services for Overseas Students Act 2000 (Cth)
University of Sydney Act 1989 (NSW)
University of Sydney By-law 1999 (NSW) (as amended)
Disability Standards for Education (Cth)
Delegations of Authority - Academic Functions
University of Sydney (Coursework) Rule 2014
University of Sydney (Student Appeals against Academic Decisions) Rule 2006
Academic Honesty in Coursework Policy 2015
Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015
Learning and Teaching Policy 2015
Assessment Procedures 2011
Recordkeeping Manual
### AMENDMENT HISTORY

<table>
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<tr>
<th>Provision</th>
<th>Amendment</th>
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<tr>
<td>Various</td>
<td>Updated incorrect hyperlinks and numbering (administrative change only)</td>
<td>12 February 2015</td>
</tr>
<tr>
<td>92A</td>
<td>Clause added</td>
<td>16 February 2015</td>
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<tr>
<td>Note 44</td>
<td>Corrected reference to incorrect clause</td>
<td>16 February 2015</td>
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<tr>
<td>39</td>
<td>Corrected to ensure compliance with <em>Education Services for Overseas Students Act 2000</em></td>
<td>13 April 2015</td>
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<tr>
<td>12A</td>
<td>Clause added</td>
<td>25 May 2015</td>
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<tr>
<td>Various</td>
<td>Correction of numbering errors (administrative change only)</td>
<td>12 June 2015</td>
</tr>
<tr>
<td>5, 10, 11, 12, 15, 25, 31, 34, 38, 44, 51, 77, 78</td>
<td>Amendments to a range of clauses as requested by Admissions and the Student Centre</td>
<td>1 July 2015</td>
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<tr>
<td>101</td>
<td>Amendment to align this clause with the ESOS National Code</td>
<td>16 September 2015</td>
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<td>38</td>
<td>Amended to allow deferral by all applicants</td>
<td>1 January 2016</td>
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<tr>
<td>5(1), 41, 42, 43, 43A, 43B, 67, 69</td>
<td>Amendments to a range of clauses related to the Student Administrative Services Project, particularly the centralised processing of credit applications and special considerations requests.</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>25</td>
<td>Amendment to include reference to Dux Entry Scheme</td>
<td>1 January 2016</td>
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<tr>
<td>Definitions, Definitions, Definitions, Related documents, 28(4), 68(1), Related documents</td>
<td>Amended references and hyperlinks to other documents</td>
<td>1 January 2016</td>
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<tr>
<td>25, 26A</td>
<td>Amendment to expand and rename Dux Entry Scheme to Future Leaders Scheme</td>
<td>1 July 2016</td>
</tr>
<tr>
<td>5, 38, 39, 43A, 57, 60, 66A, 101, Schedule 1</td>
<td>Addition of clause and definition for simple extensions and amendments to other clauses as requested by Admissions and the Student Centre</td>
<td>1 July 2016</td>
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