NOTICE OF MEETING

Meeting 7/2017 of the Academic Board will be held from 1:00pm – 3:00pm on Tuesday 28 November 2017 in the Professorial Boardroom, Quadrangle. Members who are unable to attend are asked to notify Matthew Charet at the above address. Enquiries concerning this meeting may also be directed to Dr Charet.

The agenda for this meeting is below.

Dr Matthew Charet  
Executive Officer to Academic Board

AGENDA

This symbol indicates items that have been starred for discussion at the meeting. All unstarred items are resolved as recommended.

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Paper</th>
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<tr>
<td>Chair</td>
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<td>Chair and Vice-Chancellor</td>
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<td>Erik Knight</td>
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<td>Judy Anderson and Peter McCallum</td>
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<td>Chair</td>
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<td>Kate Small</td>
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Respect is a core value of the Academic Board
4.4 Student members’ report  
4.5 Honours and Distinctions

5 REPORT OF THE VICE-CHANCELLOR
Vice-Chancellor & Principal  verbal  2:10pm

6 QUESTION TIME
Questions to the Vice-Chancellor and Chair of the Academic Board.
Vice-Chancellor & Principal / Chair  2:25pm

7 REPORT OF THE ADMISSIONS COMMITTEE
Tim Wilkinson  attached  2:35pm
7.1 UAC Schedules: Irish Leaving Certificate

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE
Wendy Davis  attached  2:40pm
8.1 Conservatorium: Bachelor of Music (Composition)
8.2 DVC Education Portfolio: Curriculum Framework for a Research-Pathway Masters degree and Vertically-Integrated Masters degree
8.3 Science: Bachelor of Psychology
8.4 Science: Bachelor of Science / Master of Mathematics
8.5 Science: Changes to pre-2018 curriculum courses
8.6 Science: Bachelor of Medical Science – pre-2018 curriculum changes

9 REPORT OF THE GRADUATE STUDIES COMMITTEE
Kirsten McKenzie  attached  2:45pm
9.1 Arts & Social Sciences: Master of Education Leadership in Aboriginal Education
9.2 Arts & Social Sciences: Master of Human Rights
9.3 Dentistry: Doctor of Clinical Dentistry (Special Needs Dentistry)
9.4 Education Portfolio: Curriculum Framework for a Research-Pathway and Vertically-Integrated Masters Degree
9.5 Engineering: Master of Information Technology / Master of Information Technology Management
9.6 Law: Doctor of Juridical Studies, Master of Criminology (Research) and Master of Laws (Research)
9.7 Medicine: Master of International Public Health
9.8 Medicine: Master of Medicine/Master of Science in Medicine (General Practice and Primary Health Care)
9.9 Medicine: Master of Public Health
9.10 Science: Bachelor of Science / Master of
Mathematics

9.11 Science: Master of Mathematics
9.12 Science: Graduate Diploma in Psychology

10 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

10.1 Amendments to the University of Sydney (Higher Degree by Research) Rule 2011 (as amended)
10.2 Amendments to the Progress Planning and Review of Higher Degree by Research Students Policy and Procedures 2015
10.3 Amendments to the Supervision of Higher Degree by Research Students Policy 2013
10.4 Amendments to the Thesis and Examination of Higher Degrees by Research Policy 2015
10.5 Phase 5 AB-UE Faculty Reviews
10.6 Assessment: A University-wide Approach
10.7 Curriculum and HESF Policy Changes
10.8 Continuing and Extra-Curricular Education Policy 2017
10.9 University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)
10.10 Arts & Social Sciences: Faculty Resolutions
10.11 Dentistry: Faculty Resolutions
10.12 Student Misconduct Report 2015-2016
10.13 2016 Quality Verification System Review
10.14 Arts & Social Sciences: Phase 4 Faculty Review Report and Response – CONFIDENTIAL separate attachment

11 GENERAL BUSINESS

11.1 Arts & Social Sciences: 2018 Academic Calendar Annamarie Jagose attached
11.2 Dentistry: 2018 Academic Calendar Chris Peck attached
11.3 Nursing: 2018 Academic Calendar Donna Waters attached
11.4 Medicine: 2018 Academic Calendar Arthur Conigrave attached
11.5 End of Year Celebration - Invitation Chair verbal
11.6 Any other business

Next meeting: 1:00pm – 3:00pm, Tuesday 6 March 2018
Professorial Boardroom, Quadrangle

Respect is a core value of the Academic Board
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Matthew Charet (Executive Officer to Academic Board)</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
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<tr>
<td>Paper title</td>
<td>Minutes of the Previous Meeting</td>
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<td>Purpose</td>
<td>To ask the Academic Board adopt the minutes of the previous meeting held on 10 October 2017 as a true record.</td>
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RECOMMENDATION

That the Academic Board adopt the minutes of the previous meeting held on 10 October 2017 as a true record.

UNCONFIRMED MINUTES

ACADEMIC BOARD

1:00 pm, Tuesday 10 October 2017
Professorial Boardroom, Quadrangle (A14)

Members Present: The Chair (Associate Professor Tony Masters); the Vice-Chancellor (Dr Michael Spence); Associate Professor Judy Anderson (Education & Social Work); Professor Adam Bridgeman (Director, Educational Innovation); Isabella Brook (President, SRC); Associate Professor Tom Buckley (Nursing); Dr Jeanell Carrigan (Conservatorium); Associate Professor Rachel Codd (Medicine); Associate Professor Ross Coleman (Director, Graduate Research); Associate Professor Steven Cumming (Health Sciences); Associate Professor Wendy Davis (Chair, Undergraduate Studies Committee); Dr Frances Di Lauro (Arts & Social Sciences); Associate Professor David Easdown (Science); Professor Alan Fekete (Engineering & IT); James McNally (Student, Business); Professor Robyn Gallagher (Sydney Nursing School); Dr Jinlong Gao (Dentistry); Professor Stephen Garton (Provost); Associate Professor James Gister (Law); Associate Professor Mark Gorrell (Medicine); Professor Manuel Graeber (Medicine); Imogen Grant (Nominee, SRC); Dr Scott Grattan, (Law); Associate Professor Thomas Grewal (Pharmacy); Professor Trevor Hambley (Dean, Science); Professor Jane Hanrahan (Chair, ASPC); Dr Anne Honey (Health Sciences); Professor Annamarie Jagose (Dean, Arts & Social Sciences); Professor Archie Johnston (Dean, Engineering & IT); Tilly Lees (Student, Sydney College of the Arts); Associate Professor Chengwang Lei (Engineering & IT); Associate Professor Sarah Lewis (Health Sciences); Tong Li (Student, Health Sciences); Dean Lovett (Student, Pharmacy); Professor David Lowe (Engineering & IT); Georgia Mantle (Student, Arts & Social Sciences); Associate Professor Susan McGrath-Champ (Business); Professor Kirsten McKenzie (Chair, Graduate Studies Committee); Professor Richard Miles (Pro-Vice-Chancellor (Education - Enterprise & Engagement)); Kiriti Mortha (Co-President, SUPRA); Dr Shanika Nanayakkara (Dentistry); Associate Professor John O'Byrne (Science); Dr Rhonda Orr (Health Sciences); Professor Pip Pattison (Deputy Vice-Chancellor (Education)); Ivana Radix (Nominee, SRC); Professor Kathy Reefshauge (Dean, Health Sciences); Joshua Reisler (Student, Law); Oliver Smith (Sydney College of the Arts); Dr Ilektra Spandagou (Education & Social Work); Associate Professor Rebecca Suter (Arts & Social Sciences); Associate Professor Catherine Sutton-Brady (Business); Associate Professor Marjorie Valix (Engineering & IT); Professor Donna Waters (Dean, Nursing); Amy Wenham (Student, Nursing); Associate Professor Graham White (Arts & Social Sciences); Associate Professor Tim Wilkinson (Chair, Admissions Committee); Matthew Wun (Student, Veterinary Science); Dr Alex Zavgorodniy (Dentistry).

Attendees: Associate Professor Jennifer Barrett (Director, Culture Strategy); Kate Calhau (Executive Assistant to the Chair); Dr Matthew Charet (Executive Officer); Natassia Chrysanthos (Honi Soit); Dr Glenys Eddy (Committee Officer); David Pacey (Secretary to Senate); Kate Small (University Quality Manager); Maari Truci (Honi Soit).
Non-Confidential

Apologies: Helen Agus (Science); Associate Professor Thomas Balle (Pharmacy); Anne Bell (Director of University Libraries); Professor Tina Bell (Agriculture); Professor Kathy Belov (Pro-Vice-Chancellor (Global Engagement)); Professor Tyrone Carlin (Deputy Vice-Chancellor (Registrar)); Associate Professor Alex Chaves (Veterinary Science); Dr Emily Crawford (Law); Professor David Emery (Veterinary Science); Professor Nicole Gurr (Architecture, Design & Planning); Dr Nerida Jarkey (Arts & Social Sciences); Associate Professor Mark Krockenberger (Veterinary Science); Professor Alex McBratney (Director, Sydney Institute of Agriculture); Mariam Mohammed (Co-President, SUPRA); Associate Professor Lenka Munoz (Medicine); Associate Professor Susan Park (Arts & Social Sciences); Associate Professor Maurice Peat (Business); Professor Chris Peck (Dean, Dentistry); Professor Iqbal Ramzan (Dean, Pharmacy); Professor Joellen Riley (Head of School & Dean, Law); Professor Laurent Rivory (Pro-Vice-Chancellor (Strategic Collaborations & Partnerships)); Dr Jenny Saleeba (Science); Dr Carl Schneider (Pharmacy); Professor Juanita Sherwood (Acting Deputy Vice-Chancellor (Indigenous Strategy & Services)); Professor Balwant Singh (Agriculture); Professor Claire Wade (Sydney School of Veterinary Science); Professor Greg Whitwell (Dean, Business).

UNCONFIRMED MINUTES

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

1 WELCOME AND APOLOGIES

The Chair welcomed members and noted the apologies received, asking that any further apologies be communicated to the Executive Officer.

2 PROCEDURAL MATTERS

☆ 2.1 Adoption of unstarred items

The Chair starred Item 8.2 for discussion.

All unstarred items were resolved as presented.

Resolution AB2017/7-1

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

2.2 Minutes of Previous Meeting

The minutes of the meeting held on 29 August 2017 were accepted as a true record.

Resolution AB2017/7-2

That the Academic Board adopt the minutes of the previous meeting held on 29 August 2017 as a true record.

2.3 2017 Membership of the Academic Board

This proposal was noted as presented.

Resolution AB2017/7-3

That the Academic Board approve the changes to membership of the Board and its committees, as presented.

2.4 2018 Meeting Dates

This proposal was noted as presented.

Resolution AB2017/7-4

That the Academic Board note the amended 2018 meeting schedule, as presented.

Respect is a core value of the Academic Board
3 STRATEGIC ITEMS OF BUSINESS

3.1 The USyd Student Experience

The Chair invited the student members of the Academic Board to provide feedback on the University’s performance as reflected in the 2016 Student Experience Surveys.

Ms Brook commenced the presentation by thanking the Chair for the opportunity to present and outlined the key areas to be addressed. She acknowledged that the student community is diverse, with different backgrounds and experiences, and that factors external to the University (such as the cost of accommodation) can also have a marked impact on the student experience. The presentations may not therefore reflect the opinion of the entire student population or reflect only University-related issues.

Ms Grant expressed the opinion that in order for the University to meet its duty of care to students, their non-academic needs must be supported. A student welfare report from 2014 indicated that satisfaction of those needs at the University is below the Group of Eight, and feedback from students received by the SRC suggests that Counselling and Psychological Services (CAPS) has an overly academic focus and a high attrition rate following the initial consultation session. She called for the immediate upgrade of student support services to better meet student needs.

The matter of sexual assault and harassment was also raised, highlighting the need to introduce prevention measures via education, and to implement standard training on how to address incidents raised to individual staff. Better visibility of support services for students and staff was called for, including contacts for those who need further support. It was observed that the current policy is confusing and overly legalistic, with inappropriate outcomes and lenient penalties, and that reporting systems are inadequate. A recommendation was also made to mandate the reporting of incidents to the NSW Police Force (subject to confirmation by the survivor). Some key safety issues also remain unresolved. It was observed that the University is in a unique position to be able to change culture through education in this area.

Ms Mantle provided feedback relating to the Special Consideration process, arguing that the system continues to deal with suffering students in an uncompassionate way. She was pleased to advise that improvements continue to be made, such as students suffering bereavement no longer needing to provide a death certificate, but that it is important to understand cultural differences relating to mourning practices (which may extend significantly longer than the day of the funeral). The importance of being able to lodge medical documents or a Statutory Declaration without the need to detail the medical or personal circumstances (beyond confirming an impact on ability to complete assessment) was highlighted. The requirement to provide an end date for the period of impairment (“when will you get better?”) is unhelpful, especially for those with ongoing medical or personal situations, and it was recommended that this be amended to ask “when will you be able to complete the assessment?” as a more supportive approach.

Mr Mortha explored the postgraduate student experience, acknowledging that SUPRA sees the worst cases. He identified that expansion of orientation activities would be helpful in supporting students transitioning to the University, especially those from overseas or otherwise unfamiliar with Sydney. The provision of correct information – including resources and opportunities that are available – is key, with better collaboration with students. An airport pick-up service for students of international or remote origin would also contribute significantly to reducing anxiety and provide a connection to the larger Sydney community. Community building through more frequent events in significant heritage areas (such as the Great Hall) was also recommended.

The provision of career advice and academic direction was discussed, both through career counselling and networking opportunities. It was observed that all faculties offer these services to a greater or lesser extent, but that some faculties do it better than others, with a strong reliance on the initiative of individual staff and students to develop opportunities. It was also observed that career counselling would improve staff/student relationships. In closing, Mr Mortha commended the University’s financial support to students, observing that it is equitable and focussed on student well-being.

Ms Li spoke to the HDR student experience, observing that HDR students often feel isolated and do not have a club or society specifically catering for HDR students and their issues, both study-
Non-Confidential

and life-related. Better integration of HDR students into the broader University community (both student and academic) is therefore called for. Assisting HDR students to be aware of and access CAPS and other support services is also important, with Ms Li observing that HDR students may not know about or be more reluctant to access available support. The importance of publication to HDR students was also highlighted, with assistance requested to help students get their work published, for example by staff helping to find appropriate journals/publishers and how to get funding to support publication or open access fees.

Mr McNally, channelling the consensus of fellow student members, raised the importance of academic writing in the context of global mobility. Challenges are faced by students of non-English speaking backgrounds in gaining academic writing skills, including development of appropriate vocabulary and essay-writing techniques to allow for effective collaboration with native English speakers and to better enable friendship and cultural exchange. The consistent provision of annotated assessment exemplars would be helpful, as well as the development of a whole-of-University approach to the development of academic English skills. It was also observed that the same challenge will confront University of Sydney students as they increasingly travel overseas. Maximising the value of resources such as the Centre for English Teaching, the School of Languages and the Writing Hub is therefore called for.

Ms Radix reported on the undergraduate student experience, observing that the centralisation of student support has positively reduced waiting times for many students seeking advice, but that issues are being reported of provision of incorrect advice and of circular referrals (the Student Centre referring students to faculty staff and faculty staff referring students back to the Student Centre, for example). There is also no mechanism for complaint raising or resolution, and cross-faculty study is yet to be fully facilitated. Provision of in-person advice for students on satellite campuses was also observed to be inadequate, meaning that students on those campuses report feeling unsupported.

Ms Brook discussed assessment, specifically focussing on volume and timing of assessment tasks, feedback provided to students, and the group-work experience. The skewing of assessment to the second half of each assessment period was highlighted as a cause for student stress, and Ms Brook called for a more even spread of assessment across the semester. This would not only alleviate stress, but would also provide additional opportunity for feedback, support and improvement. A reduction in summative assessment was also advocated. It was suggested that feedback should be targeted, establish clear expectations and marking criteria, and emphasise the development of skills and knowledge. Group work is reported by students as not having “genuine learning value” and is often treated as individual assessment, with each student being given a component of the task to complete; collaboration is therefore not being fostered by current group assessment practices. The Chair advised members that at the 28 November 2017 meeting, the Academic Board would receive a report from the Assessment Working Party, which has been exploring many of the issues raised, and makes recommendations to address current shortfalls.

Ms Lees spoke to the experience of students at the Sydney College of the Arts (SCA) and acknowledged that there were some major disruptions in 2016, leading to students being unsettled and some either deferring study or leaving SCA. Staff morale had also been low, with staff being made redundant or moving to other opportunities, and this affected student learning through loss of experienced staff with specific expertise. Ms Lees expressed positivity that SCA is to be moved to the Camperdown campus, seeing this as an opportunity to interact with students in other disciplines and access additional facilities. She concluded with a plea for retention of an “Art School” feel in the new facility, especially through the provision of sufficient floor space for student work to be developed and stored.

Mr Wun concluded the student presentations with a perspective on activities in Veterinary Science. He observed that the former faculty has been a particular focus for review as it is expensive to deliver and has a high staff/student ratio. The reduction through 2016 and 2017 in program delivery has, he argued, resulted in extensive cuts to content with whole areas no longer in the curriculum or present only in abbreviated form. The lack of prerequisites required for admission to the Doctor of Veterinary Medicine has also led to the simplification of the initial portions of the degree. Mr Wun argued that curriculum reform has also impeded the development of an essential understanding of preclinical sciences in favour of technical skills. The privatisation of management of the teaching hospital was also mentioned, arguably leading
staff to emphasise research and clinical work over teaching due to the different activities
necessitated by a profit-driven focus. Mr Wun also noted the loss of the sense of family within the
former faculty due to the University’s drive for efficiency, and requested autonomy for the School
within the Faculty of Science. The Provost observed that several of the points made
misrepresent the situation and asked Mr Wun to forward his observations in writing. The Provost
undertook to liaise with Mr Wun to explore the concerns raised.

The Chair thanked the student members for their contribution, and asked that any further
comments be returned in writing to the Executive Officer.

Resolution AB2017/7-5
That the Academic Board note the presentations by student members on the USyd Student
Experience.

4 REPORT OF THE CHAIR

4.1 Report of the Chair

Noting that Senate has not met since the last meeting of the Academic Board, the Chair advised
that assessment will form a focus of the final 2017 meeting. The Pro Vice-Chancellor (Research -
Enterprise & Engagement) will also speak to the introduction of “impact and engagement” criteria
for research, especially regarding measurement and incorporation into the promotion process. A
paper would be circulated after the meeting and members were invited to discuss this paper with
their colleagues, with comments invited directly to Professor Knight or to be brought to the 28
November Academic Board meeting.

The Chair invited members to the annual end-of-year celebration following the final 2017
meeting. He also asked for suggestions for a charity to which donations could be made, with
recommendations to be forwarded to the Executive Officer.

Resolution AB2017/7-6
That the Academic Board note the Report of the Chair.

Action 162/2017: Members to provide suggestions for a charitable organisation for which
donations will be sought at the end-of-year celebration.

4.2 Academic Board Committee Structure Discussion Paper

The Chair advised that this discussion paper is an outcome of the review of the Academic Board,
conducted in late 2016. The paper represents a tentative framework through which the Academic
Board can meet its statutory and reporting requirements under the Higher Education Standards
Framework (HESF). A working group is to be convened to further explore the proposal, with the
outcome of that exploration to be returned to the November meeting for approval.

In discussion, Professor Fekete observed the absence of research and academic staffing in the
proposed committee structure, and advocated for their return to the remit of the Academic Board.

Resolution AB2017/7-7
That the Academic Board consider draft committee architectures for the Academic Board, in
anticipation of discussion and adoption of a committee architecture for 2018 at the November
2017 meeting of the Academic Board.

4.3 TEQSA update

Ms Small informed members that the TEQSA re-accreditation process is continuing, with receipt
of the full scope of audit. A list of documents to address the scope is now being formulated, with
final submission due at the end of February 2018. Ms Small thanked the students in particular for
their comments at today's meeting regarding the student experience.

Resolution AB2017/7-8
That the Academic Board note the September TEQSA re-registration update, as presented.

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4.4 Student Members' Report

The student members had nothing additional to report to the observations conveyed at Item 3.1 above.

**Resolution AB2017/7-9**

*That the Academic Board note the report of the student members of the Academic Board.*

4.5 Honours and Distinctions

Members noted the honours and distinctions circulated with the agenda.

**Resolution AB2017/7-10**

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

**Action 163/2017:** Chair of Academic Board to write to recipients congratulating them on their honours and distinctions.

5 **REPORT OF THE VICE-CHANCELLOR**

The Vice-Chancellor advised that Stage 1 of the redevelopment of the Engineering Technology Precinct has been approved by Senate; that decanal appointments have been made for the Executive Dean of the new Faculty of Medicine and Health and the Head of School and Dean in Veterinary Science, with other appointments progressing; and a discussion document outlining the University's plans in Western Sydney is now available for perusal by members.

More broadly, the Vice-Chancellor advised that the Higher Education Bill is progressing through Parliament, with the possibility that the Bill may be defeated in Senate. The University is nevertheless budgeting on the assumption that the Bill will be approved as a precautionary measure.

**Resolution AB2017/7-11**

*That the Academic Board note the report of the Vice-Chancellor and Principal.*

6 **QUESTION TIME**

Associate Professor Wilkinson tabled a question on notice, regarding the provision of CSPs to domestic students undertaking units of study in Summer and Winter School. The Provost confirmed that all units of study will be CSP-accessible. A trial had been run in Winter School this year to determine whether the student administration system could cope with the demand (and it did), and that no major increase of interest was experienced. Faculties will continue to determine what subjects are offered based on available resourcing, and some units of study may have quotas to limit impact on restricted resources at these times of year.

Professor Fekete expressed concern regarding recent publicity of the University's first-place ranking in a recent world survey of graduate employment outcomes, which he understood to be based primarily on the prominence of Sydney alumni. The Vice-Chancellor advised that the survey is based on factors other than alumni prominence, but that he would be reluctant to use this survey as the sole measure of employability or to rely too heavily on rankings in the University's promotion of its work. The Deputy Vice-Chancellor (Education) observed that the University is tracking above average regarding graduate outcomes and destinations and that we can reasonably expect that graduates emerge with confidence in the value gained by their time at the University. This is anticipated to only increase with the implementation of the new curriculum and changes to assessment processes in 2018 and beyond.

**Resolution AB2017/7-12**

*That the Academic Board note the responses provided to questions raised.*

7 **REPORT OF THE ADMISSIONS COMMITTEE**

Associate Professor Wilkinson clarified that because University policy permits flexible entry, it is important to establish criteria for such entry, although there is no obligation to admit students via flexible entry in any given admissions round. This is a decision taken in consultation between the Provost and the relevant
Resolution AB2017/7-13
That the Academic Board note the report of the meeting of the Admissions Committee held by circulation on 26 September 2017.

7.1 Assumed knowledge and Flexible Entry for new curriculum in 2018
This proposal was approved as presented.

Resolution AB2017/7-14
That the Academic Board approve the amendment of the Governance Instrument Assumed Knowledge and Special Entry Requirements to reflect the degree profile approved for 2018.

Resolution AB2017/7-15
That the Academic Board approve the amendment of the Governance Instrument Flexible Entry to reflect the degree profile approved for 2018.

Action 164/2017: Executive Officer to update the Governance Instruments Assumed Knowledge and Special Entry Requirements and Flexible Entry, with immediate effect.

7.2 Aligning Vietnamese Gifted Schools admissions to Go8
This proposal was approved as presented.

Resolution AB2017/7-16
That the Academic Board approve the proposal to make available direct entry into undergraduate award courses for select students who graduate with the Vietnamese High School Graduation Certificate (Bang Tot Ngiep Trung hoc Pho thong) obtained from a high school for gifted students (trường THPT chuyên), with the necessary GPA, and update the University’s admissions criteria to reflect this proposal, with immediate effect.

Action 165/2017: Admissions Office to note the Academic Board’s approval of this proposal and update the University’s admissions criteria.

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE
Resolution AB2017/7-17
That the Academic Board note the report of the Undergraduate Studies Committee meeting held on 19 September 2017.

8.1 Conservatorium: Bachelor of Music
This proposal was approved as presented.

Resolution AB2017/7-18
That the Academic Board approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music and approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.

Action 166/2017: Head of School and Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board’s approval of the proposal to amend the Bachelor of Music and update the table of units of study in CMS.

8.2 Arts and Social Sciences: Bachelor of Arts/Doctor of Medicine
This item was starred by the Chair, who requested that the amendments be updated to include those made to Item 8.12 Bachelor of Science/Doctor of Medicine and Item 8.13 Bachelor of Science/Doctor of Dental Medicine. The Faculty undertook to make this change.

Subject to the making of this amendment, the proposal was approved.

Resolution AB2017/7-19
That the Academic Board approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts/Doctor of Medicine and approve the amendment to the Course Resolutions arising from the proposal, as amended, with effect from 1 January 2018.
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Action 167/2017: Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the proposal to amend the Bachelor of Arts/Doctor of Medicine, and update the resolutions (as amended) in CMS.

8.3 Dentistry: Bachelor of Oral Health

This proposal was approved as presented.

Resolution AB2017/7-20
That the Academic Board approve the proposal from the Faculty of Dentistry to amend the Bachelor of Oral Health and approve the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2018.

Action 168/2017: Dean and Faculty General Manager, Faculty of Dentistry, to note the Academic Board’s approval of the proposal to amend the Bachelor of Oral Health and update the course resolutions in CMS.

8.4 Engineering and Information Technologies: Bachelor of Engineering Honours

This proposal was approved as presented.

Resolution AB2017/7-21
That the Academic Board approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours and approve the amendment to the Course Resolutions and the table of units of study arising from the proposal, with effect from 1 January 2019.

Action 169/2017: Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to amend the Bachelor of Engineering Honours and update the course resolutions and table of units of study in CMS.

8.5 Sydney Medical School: Bachelor of Medicine and Bachelor of Surgery

This proposal was approved as presented.

Resolution AB2017/7-22
That the Academic Board approve the proposal from Sydney Medical School to amend the Bachelor of Medicine and Bachelor of Surgery and approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

Action 170/2017: Dean and Faculty General Manager, Faculty of Medicine, to note the Academic Board’s approval of the proposal to amend the Bachelor of Medicine and Bachelor of Surgery and update the course resolutions in CMS.

8.6 Nursing and Midwifery: Bachelor of Nursing (Post-Registration)

This proposal was approved as presented.

Resolution AB2017/7-23
That the Academic Board approve the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Post-Registration) and approve the amendment to the Course Resolutions and the table of units of study arising from the proposal, with effect from 1 January 2018.

Action 171/2017: Dean and Faculty General Manager, Faculty of Nursing and Midwifery, to note the Academic Board’s approval of the proposal to amend the Bachelor of Nursing (Post-Registration) and update the course resolutions and table of units of study in CMS.

8.7 Nursing and Midwifery: Bachelor of Nursing (Advanced Studies)

This proposal was approved as presented.

Resolution AB2017/7-24
That the Academic Board approve the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Advanced Studies) and approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.
Non-Confidential

**Action 172/2017**: Dean and Faculty General Manager, Faculty of Nursing and Midwifery, to note the Academic Board’s approval of the proposal to amend the Bachelor of Nursing (Advanced Studies) and update the table of units of study in CMS.

8.8 **Nursing and Midwifery: Bachelor of Nursing (Honours)**

This proposal was approved as presented.

**Resolution AB2017/7-25**

That the Academic Board approve the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Honours) and approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

**Action 173/2017**: Dean and Faculty General Manager, Faculty of Nursing and Midwifery, to note the Academic Board’s approval of the proposal to amend the Bachelor of Nursing (Honours) and update the table of units of study in CMS.

8.9 **Faculty of Pharmacy: Bachelor of Pharmacy; Bachelor of Pharmacy and Management**

This proposal was approved as presented.

**Resolution AB2017/7-26**

That the Academic Board approve the proposal from the Faculty of Pharmacy to amend the Bachelor of Pharmacy and the Bachelor of Pharmacy and Management and approve the amendment to the Course Resolutions and the tables of units of study arising from the proposal, with effect from 1 January 2018.

**Action 174/2017**: Dean and Faculty General Manager, Faculty of Pharmacy, to note the Academic Board’s approval of the proposal to amend the Bachelor of Pharmacy and Bachelor of Pharmacy and Management, and update the course resolutions and table of units of study in CMS.

8.10 **Faculty of Science: Bachelor of Science: Table 2 Geoarchaeology Major**

This proposal was approved as presented.

**Resolution AB2017/7-27**

That the Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Science and approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.

**Action 175/2017**: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Science, and update the table of units of study in CMS.

8.11 **Faculty of Science: Bachelor of Science, Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics), Bachelor of Science (Honours), Bachelor of Science (Honours) (Advanced), Bachelor of Science (Honours) (Advanced Mathematics), Bachelor of Science/Bachelor of Advanced Studies, Bachelor of Medical Science, Bachelor of Liberal Arts and Science, Bachelor of Science/Bachelor of Arts, and Bachelor of Science/Bachelor of Laws**

This proposal was approved as presented.

**Resolution AB2017/7-28**

That the Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Science, Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics), Bachelor of Science (Honours), Bachelor of Science (Honours) (Advanced), Bachelor of Science (Honours) (Advanced Mathematics), Bachelor of Science/Bachelor of Advanced Studies, Bachelor of Medical Science, Bachelor of Liberal Arts and Science, Bachelor of Science/Bachelor of Arts, and Bachelor of Science/Bachelor of Laws and approve the amendment to the tables of units of study arising from the proposal, with effect from 1 January 2018.

**Action 176/2017**: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Science, Bachelor of Science
8.12 **Faculty of Science: Bachelor of Science/Doctor of Medicine**

This proposal was approved as presented.

**Resolution AB2017/7-29**

That the Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Science/Doctor of Medicine and approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

**Action 177/2017:** Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Science/Doctor of Medicine and update the course resolutions in CMS.

8.13 **Faculty of Science: Bachelor of Science/Doctor of Dental Medicine**

This proposal was approved as presented.

**Resolution AB2017/7-30**

That the Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Science/Doctor of Dental Medicine and approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

**Action 178/2017:** Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Science/Doctor of Dental Medicine and update the course resolutions in CMS.

9 **REPORT OF THE GRADUATE STUDIES COMMITTEE**

**Resolution AB2017/7-31**

That the Academic Board note the report of the Graduate Studies Committee held on 19 September 2017.

9.1 **Business: Master of Commerce**

This proposal was approved as presented.

**Resolution AB2017/7-32**

That the Academic Board approve the proposal from the University of Sydney Business School to amend the Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce and approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January, 2018.

**Action 179/2017:** Dean and Faculty General Manager, University of Sydney Business School, to note the Academic Board’s approval to amend the Master of Commerce and update the course resolutions and unit of study tables in CMS.

9.2 **Conservatorium: Doctor of Musical Arts**

This proposal was approved as presented.

**Resolution AB2017/7-33**

That the Academic Board approve the proposal from the Sydney Conservatorium of Music to amend the Doctor of Musical Arts and approve the amendment of course resolutions arising from this proposal, as presented, with immediate effect.

**Action 180/2017:** Head of School and Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board’s approval of the proposal to amend the Doctor of Musical Arts and update the course resolutions in CMS.
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9.3 **Dentistry: Doctor of Clinical Dentistry (Oral Medicine)**

This proposal was approved as presented.

**Resolution AB2017/7-34**

That the Academic Board approve the proposal from the Faculty of Dentistry to amend the Doctor of Clinical Dentistry and approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2018.

**Action 181/2017:** Dean and Faculty General Manager, Faculty of Dentistry, to note the Academic Board’s approval to amend the Doctor of Clinical Dentistry (Oral Medicine) and update the course resolutions and unit of study tables in CMS.

9.4 **Dentistry: Doctor of Dental Medicine**

This proposal was approved as presented.

**Resolution AB2017/7-35**

That the Academic Board approve the proposal from the Faculty of Dentistry to amend the Doctor of Dental Medicine and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2018.

**Action 182/2017:** Dean and Faculty General Manager, Faculty of Dentistry, to note the Academic Board’s approval to amend the Doctor of Dental Medicine and update the course resolutions in CMS.

9.5 **Engineering & IT: Master of Information Technology and Master of Information Technology Management**

This proposal was approved as presented.

**Resolution AB2017/7-36**

That the Academic Board approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Information Technology and the Master of Information Technology Management and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2018.

**Action 183/2017:** Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to amend the Master of Information Technology and Master of Information Technology Management and update the course resolutions in CMS.

9.6 **Law: Postgraduate Electives**

This proposal was approved as presented.

**Resolution AB2017/7-37**

That the Academic Board approve the proposal from the Sydney Law School to amend the Master of Environmental Law, Graduate Diploma in Environmental Law, Master of Health Law and Graduate Diploma in Health Law and approve the amendment of Elective Units of Study Tables arising from this proposal, with effect from 1 January 2018.

**Action 184/2017:** Head of School and Dean and School General Manager, Sydney Law School, to note the Academic Board’s approval of the proposal to amend the Master of Environmental Law, Graduate Diploma in Environmental Law, Master of Health Law and Graduate Diploma in Health Law and update the tables of units of study in CMS.

9.7 **Medicine: Doctor of Medicine**

This proposal was approved as presented.

**Resolution AB2017/7-38**

That the Academic Board approve the proposal from Sydney Medical School to amend the Doctor of Medicine and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2018.
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**Action 185/2017**: Dean and Faculty General Manager, Faculty of Medicine, to note the Academic Board’s approval of the proposal to amend the Doctor of Medicine and update the course resolutions in CMS.

9.8 **Nursing**: Postgraduate Electives

This proposal was approved as presented.

**Resolution AB2017/7-39**

That the Academic Board approve the proposal from Sydney Nursing School to amend the Master of Advanced Nursing Practice, Master of Cancer & Haematology Nursing, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health Nursing, Master of Primary Health Care Nursing and embedded Graduate Diplomas and approve the amendment of unit of study tables arising from this proposal, with effect from 1 January 2018.

**Action 186/2017**: Dean and Faculty General Manager, Faculty of Nursing, to note the Academic Board’s approval of the proposal to amend the Master of Advanced Nursing Practice, Master of Cancer & Haematology Nursing, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health Nursing, Master of Primary Health Care Nursing and embedded Graduate Diplomas and update the tables of units of study in CMS.

9.9 **Pharmacy**: Graduate Certificate in Pharmacy Practice

This proposal was approved as presented.

**Resolution AB2017/7-40**

That the Academic Board approve the proposal from the Faculty of Pharmacy to amend the Graduate Certificate in Pharmacy Practice and approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2018.

**Action 187/2017**: Dean and Faculty General Manager, Faculty of Pharmacy, to note the Academic Board’s approval of the proposal to amend the Graduate Certificate in Pharmacy Practice and update the course resolutions and tables of units of study in CMS.

9.10 **Science**: Bachelor of Science/Doctor of Dental Medicine

This proposal was approved as presented.

**Resolution AB2017/7-41**

That the Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Science/Doctor of Dental Medicine and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2018.

**Action 188/2017**: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Science/Doctor of Dental Medicine and update the course resolutions in CMS.

9.11 **Science**: Bachelor of Science/Doctor of Medicine

This proposal was approved as presented.

**Resolution AB2017/7-42**

That the Academic Board approve the proposal from the Faculty of Science to amend the Bachelor of Science/Doctor of Medicine and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2018.

**Action 189/2017**: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Science/Doctor of Medicine and update the course resolutions in CMS.

9.12 **Science**: Master of Clinical Psychology/Doctor of Philosophy

This proposal was approved as presented.

**Resolution AB2017/7-43**

That the Academic Board approve the proposal from the Faculty of Science to amend the Master
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of Clinical Psychology/Doctor of Philosophy and approve the amendment of tables of units of study arising from this proposal, with effect from 1 January 2018.

**Action 190/2017:** Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Master of Clinical Psychology/Doctor of Philosophy and update the table of units of study in CMS.

9.13 **Science: Senate Resolutions**

This proposal was approved as presented.

**Resolution AB2017/7-44**

That the Academic Board recommend that Senate approve the proposal from the Faculty of Science to amend the Resolutions of the Senate for degrees, diplomas and certificates of the Faculty of Science, with effect from 1 January 2018.

**Action 191/2017:** Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s endorsement of the proposal to amend the Senate Resolutions for the Faculty of Science and update the Senate Resolutions in CMS.

**Action 192/2017:** Chair of Academic Board to recommend that Senate approve the proposal to amend the Senate Resolutions for the Faculty of Science.

9.14 **Finalising the PhD Graduate Qualities**

This proposal was approved as presented.

**Resolution AB2017/7-45**

That the Academic Board endorse the proposed set of PhD Graduate Qualities.

10 **REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE**

**Resolution AB2017/7-46**

That the Academic Board note the report of the Academic Standards and Policy Committee held on 26 September 2017.

10.1 **Course Review Template**

This proposal was approved as presented.

**Resolution AB2017/7-47**

The Academic Board endorse the proposal to establish a University-wide course review process and endorse the Course Review Template, as presented, with effect from 1 January 2018.

10.2 **Higher Education Standards Framework and University Policy**

This proposal was approved as presented.

**Resolution AB2017/7-48**

That the Academic Board approve the amendment of the Learning and Teaching Policy 2015 and the Learning and Teaching Procedures 2016 and adopt the amended Policy and Procedures; approve the amendment of the Student Placement Policy and adopt the amended Policy; invite the Vice Chancellor to approve the Educational Services Agreements Policy 2017 and recommend the adoption of the amended Policy; and invite the Vice Chancellor to rescind the Agreements for Educational Services Policy 2011 and the Agreements for Educational Services Procedures 2011.

**Action 193/2017:** Executive Officer to promulgate the amendment of the Learning and Teaching Policy 2015, Learning and Teaching Procedures 2016, Student Placement Policy and Educational Services Agreements Policy 2017, and the rescission of the Agreements for Educational Services Policy 2011 and Agreements for Educational Services Procedures 2011.

10.3 **Amendments to the Assessment Procedures 2011**

This proposal was approved as presented.

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Resolution AB2017/7-49
That the Academic Board approve the amendment of the Assessment Procedures 2011, as presented, and approve the adoption of the amended policy, with effect from 23 October 2017 (for Semester 2 examinations).

Action 194/2017: Executive Officer to promulgate the amended Assessment Procedures 2011.

10.4 Nursing: Faculty Resolutions
This proposal was approved as presented.

Resolution AB2017/7-50
That the Academic Board approve the amendment of the Resolutions of the Faculty of Nursing and Midwifery, as presented, with effect from 1 January 2018.

Action 195/2017: Dean and Faculty General Manager, Faculty of Nursing, to note the Academic Board’s approval of the proposal to amend the Resolutions of the Faculty of Nursing and Midwifery.

10.5 Pharmacy: Faculty Resolutions
This proposal was approved as presented.

Resolution AB2017/7-51
That the Academic Board approve the amendment of the Resolutions of the Faculty of Pharmacy, as presented, with effect from 1 January 2018.

Action 196/2017: Dean and Faculty General Manager, Faculty of Pharmacy, to note the Academic Board’s approval of the proposal to amend the Resolutions of the Faculty of Pharmacy.

10.6 Science: Faculty Resolutions
This proposal was approved as presented.

Resolution AB2017/7-52
That the Academic Board approve the amendment of the Resolutions of the Faculty of Science, as presented, with effect from 1 January 2018.

Action 197/2017: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Resolutions of the Faculty of Science.

10.7 Consultation Drafts – Privacy and Recordkeeping policies
This paper was noted as presented.

Resolution AB2017/7-53
That the Academic Board note the consultation drafts of the Recordkeeping Policy 2017 and Privacy Policy 2017 (“the Policies”).

10.8 Educational Integrity Trend Report, Semester 1 2017
This report was noted as presented.

Resolution AB2017/7-54
That the Academic Board note the Educational Integrity Trend Report, Semester 1, 2017.

10.9 Education Key Performance Indicators 2016 Performance and 2017 Targets
This report was noted as presented.

Resolution AB2017/7-55
That the Academic Board note the Education Key Performance Indicators 2016 Performance and 2017 Targets, as presented.
11 GENERAL BUSINESS

11.1 Arts & Social Sciences: Resolutions of Senate

This proposal was approved as presented.

Resolution AB2017/7-56
That the Academic Board endorse the proposal from the Faculty of Arts and Social Sciences to amend the Resolutions of the Senate relating to the Degrees, diplomas and certificates of the Faculty of Arts and Social Sciences and recommend that Senate approve the proposed amendments, with effect from 1 January 2018.

Action 198/2017: Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s endorsement of the proposal to amend the Resolutions of Senate for the Faculty of Arts and Social Sciences.

Action 199/2017: Chair of Academic Board to seek Senate’s approval of the proposal to amend the Resolutions of Senate for the Faculty of Arts and Social Sciences, as presented.

11.2 Conservatorium: 2018 Academic Calendar

This proposal was approved as presented.

Resolution AB2017/7-57
That the Academic Board approve the 2018 Academic Calendar for the Sydney Conservatorium of Music, as presented.

Action 200/2017: Head of School and Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board’s approval of the 2018 Academic Calendar, as presented.

11.3 Dentistry: 2018 Academic Calendar

This proposal was approved as presented.

Resolution AB2017/7-58
That the Academic Board approve the 2018 Academic Calendar for the Faculty of Dentistry, as presented.

Action 201/2017: Dean and Faculty General Manager, Faculty of Dentistry, to note the Academic Board’s approval of the 2018 Academic Calendar, as presented.

11.4 Science: 2018 Academic Calendar

This proposal was approved as presented.

Resolution AB2017/7-59
That the Academic Board approve the 2018 Academic Calendar for the Sydney School of Veterinary Science in the Faculty of Science, as presented.

Action 202/2017: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the 2018 Academic Calendar, as presented.

11.5 Any other business

There was no other business.

There being no other business, the meeting closed at 2:21pm.

A copy of the agenda pack for this meeting is available at sydney.edu.au/secretariat/pdfs/academic-board-committees/AB/2017/20171010-AB-Agenda-Pack.pdf
RECOMMENDATION

That the Academic Board approve the changes to membership of the Board and its committees, as presented.

ELECTION OF STAFF AND STUDENT REPRESENTATIVES

As required by Part 5 of the *University of Sydney (Academic Board) Rule 2017*, elections for the appointment of staff and student members to the Academic Board for a term of office commencing 1 January 2018 were announced via the University Noticeboard, in *Staff News*, and by direct email to those eligible to nominate, on Monday 25 September 2017. These elections were for a two year term of office for academic staff (1 January 2018 through 31 December 2019 inclusive), and for a one year term of office for students (1 January 2018 through 31 December 2018 inclusive).

Nominations for these elections closed at 4pm on Monday 9 October 2017. In several categories of election, an equal number or fewer nominations were submitted than positions available, and so a number of nominees were declared elected unopposed (as permitted by clause 3.3(6)(a) of the Academic Board Rule). Eleven categories of election then proceeded to ballot, with ballots commencing on Monday 16 October 2017 and closing at 4pm on Monday 30 October 2017.

As of the close of all electoral procedures, the Returning Officer has declared the following members elected to the Academic Board, with vacant positions yet to be filled as indicated:

**Academic staff:**

<table>
<thead>
<tr>
<th>Faculty/University school</th>
<th>Nominee and School (where appropriate)</th>
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<tbody>
<tr>
<td><strong>Architecture, Design &amp; Planning</strong></td>
<td>Associate Professor Sandra Loschke</td>
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<td>Dr Matthew Mindrup</td>
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<td>VACANT</td>
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<td>VACANT (Level E)</td>
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<tr>
<td><strong>Arts &amp; Social Sciences</strong></td>
<td>Associate Professor Judy Anderson (SSESW)</td>
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<td>Dr Tim Anderson (SSPS)</td>
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<td>Associate Professor Salvatore Babones (SSPS)</td>
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<td>Professor Deborah Cobb-Clark (Economics)</td>
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<td>Associate Professor Pablo Guilien Alvarez (Economics)</td>
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<td>Dr Melissa Hardie (SLAM)</td>
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<td>Dr Christopher Hartney (SLAM)</td>
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<td>Associate Professor Nicole Mockler (SSESW)</td>
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<td>Dr Fernanda Penaloza (SLC)</td>
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<td>Dr Matthew Smith (Economics)</td>
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<td>Associate Professor Bronwyn Winter (SLC)</td>
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<td>VACANT (SOPHI)</td>
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**Respect is a core value of the Academic Board**
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<tr>
<th>Non-Confidential</th>
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<tbody>
<tr>
<td><strong>Business School</strong></td>
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<tr>
<td>Dr Amanda Budde-Sung</td>
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<td>Patty Kamvounias</td>
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<td>Associate Professor Susan McGrath-Champ</td>
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<td>Dr Juliette Overland</td>
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<td>Associate Professor Maurice Peat</td>
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<td>Associate Professor Catherine Sutton-Brady</td>
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<td>Dr Ulku Yuksel</td>
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<td><strong>VACANT (Level E)</strong></td>
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<td>Level C = 4</td>
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<tr>
<td>Level D = 3</td>
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<td>Level E = 3</td>
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</table>

| **Conservatorium of Music** |
| Dr Alan Maddox |
| Dr Paul Rickard-Ford |
| Associate Professor Jennifer Rowley |
| Narelle Yeo |
| **VACANT (Level E)** |
| Level A = 4 |
| Level B = 4 |
| Level C = 4 |
| Level D = 3 |
| Level E = 3 |

| **Dentistry** |
| Dr Jinlong Gao |
| Dr Shanika Nanayakkara |
| **VACANT** |
| **VACANT** |
| **VACANT** |
| **VACANT** |
| **VACANT** |
| Level A = 1 |
| Level B = 1 |
| Level C = 1 |
| Level D = 1 |
| Level E = 1 |

| **Engineering & IT** |
| Professor Alan Fekete (IT) |
| Dr Ali Hadigheh (Civil) |
| Associate Professor Marjorie Valix (CBE) |
| Dr Gareth Vio (AMME) |
| Associate Professor Tim Wilkinson (Civil) |
| **VACANT (EIE)** |
| **VACANT** |
| **VACANT** |
| Level A = 1 |
| Level B = 1 |
| Level C = 1 |
| Level D = 2 |
| Level E = 1 |

| **Health Sciences** |
| Associate Professor Steven Cumming |
| Professor Maria Fiatarone Singh |
| Dr Melanie Keep |
| Dr Peter Kench |
| Professor Michelle Lincoln |
| Dr Rhonda Orr |
| Associate Professor Evangelos Pappas |
| Dr Justin Scanlan |
| Level A = 2 |
| Level B = 2 |
| Level C = 2 |
| Level D = 2 |
| Level E = 2 |

| **Law** |
| Professor Mary Crock |
| Tanya Mitchell |
| Associate Professor Rita Shackel |
| Dr Rayner Thwaites |
| Level A = 2 |
| Level B = 2 |
| Level C = 2 |
| Level D = 2 |
| Level E = 2 |

| **Medicine** |
| Dr Joanna Diong (Medical Sciences) |
| Associate Professor Alexander Engel |
| Dr Alan Freeman (Medical Sciences) |
| Associate Professor Mark Gorrell |
| Professor Manuel Graeber (Medical Sciences) |
| Gemma Jacklyn (Public Health) |
| Associate Professor Steven Kamper (Public Health) |
| Associate Professor Annette Katelaris |
| Dr Chia-chi Liu |
| Dr Slade Matthews |

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<table>
<thead>
<tr>
<th>Faculty/University school</th>
<th>Nominees</th>
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<tbody>
<tr>
<td><strong>Associate Professor Lenka Munoz (Medical Sciences)</strong></td>
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<td><strong>Associate Professor Jacqueline Bloomfield</strong></td>
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<td><strong>Professor Robyn Gallagher</strong></td>
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<tr>
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<tr>
<td><strong>Pharmacy</strong></td>
<td>Professor Alan Boddy</td>
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<td></td>
<td>Dr Betty Chaar</td>
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<td></td>
<td>Associate Professor Thomas Grewal</td>
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<td>Professor Jane Hanrahan</td>
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<td>Jennifer Ong</td>
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<td>Dr Carl Schneider</td>
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<td>Dr Nial Wheate</td>
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<td>VACANT</td>
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<tr>
<td><strong>Science</strong></td>
<td>Helen Agus (SOLES)</td>
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<td></td>
<td>Professor Sally Andrews (Psychology)</td>
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<td>Professor Geoff Clarke (Geosciences)</td>
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<td>Professor Ofer Gal (HPS)</td>
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<td>Dr Claudia Keitel (SOLES)</td>
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<td></td>
<td>Associate Professor Michael Kertesz (SOLES)</td>
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<td></td>
<td>Dr Arunima Malik (Physics)</td>
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<td></td>
<td>Associate Professor John O'Byrne (Physics)</td>
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<td></td>
<td>Associate Professor Patrice Rey (Geosciences)</td>
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<td>Associate Professor Siegbert Schmid (Chemistry)</td>
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<td>Dr Bianca Waud (Vet Science)</td>
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<td>VACANT (Mathematics)</td>
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<td><strong>Schools</strong></td>
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<td><strong>All Academic Board elected staff:</strong></td>
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<td></td>
<td>Students:</td>
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<tr>
<td><strong>Architecture, Design &amp; Planning</strong></td>
<td>Emma Harrington (PG)</td>
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<td>VACANT (UG)</td>
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<tr>
<td><strong>Arts &amp; Social Sciences</strong></td>
<td>Natasha Arthars (HDR)</td>
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<td>Vincent Labancz (UG)</td>
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<tr>
<td><strong>Business School</strong></td>
<td>Deren Bozdag (UG)</td>
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<td>Bonnie Stanway (HDR)</td>
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<tr>
<td><strong>Conservatorium</strong></td>
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<td>VACANT (PG)</td>
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<tr>
<td><strong>Dentistry</strong></td>
<td>Krystal Hakkaart (PG)</td>
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<td>VACANT (UG)</td>
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<tr>
<td><strong>Engineering &amp; IT</strong></td>
<td>Jaideep Singh (UG)</td>
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<td>Donald Azuatalam (HDR)</td>
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| Health Sciences       | Yvette Quinn (UG)                              |
|                       | Pavithra Rajan (HDR)                           |
| Law                    | Joshua Reisler (PG)                            |
|                       | VACANT (UG)                                    |
| Medicine               | Sinem Guletkin (PG)                            |
|                       | VACANT (UG)                                    |
|                       | VACANT                                          |
| Nursing                | Lauren Zawal (UG)                              |
|                       | VACANT (PG)                                    |
| Pharmacy               | Gloria Mirzaei (UG)                            |
|                       | Sayan Mitra (PG)                               |
| Science                | Denzel Florez (UG)                             |
|                       | Christina Lee (UG)                             |
|                       | Daniel Lee (UG)                                |
|                       | Maquel Brandimarti (HDR)                       |

All Academic Board elected students:

- Undergraduate: 9
- Postgraduate CW: 5
- HDR: 5

These appointments can be broken down by gender, as follows:

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>Academic staff</td>
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<td>39</td>
</tr>
<tr>
<td>Students</td>
<td>8</td>
<td>11</td>
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</tbody>
</table>

ELECTION OF CHAIR OF ACADEMIC BOARD

Election for the role of Chair of Academic Board opened with a call for nominations on Monday 16 October 2017. A direct email invitation was sent by the University Secretariat to all academic staff eligible to nominate (that is, all Level D and E academic staff employed by the University). Nominations closed at 4pm on Monday 30 October 2017, with one nomination returned.

As of the close of nominations at 4pm on Monday 30 October 2017, a valid nomination had been returned by Associate Professor Tony Masters (Faculty of Science and incumbent Chair of Academic Board). The Returning Officer has declared Associate Professor Masters to be elected unopposed for a second term of office, from 1 January 2018 through 31 December 2019 inclusive.

MEMBERSHIP OF ACADEMIC BOARD

The Academic Board is asked to approve the following change to membership:

- Associate Professor Paul Sheehy is appointed to the Academic Board as an ex officio member as Acting Head of School & Dean, Sydney School of Veterinary Science, replacing Professor Rosanne Taylor.

- The SRC has advised that in addition to its President, the following members of the SRC are to be appointed as ex officio members of the Academic Board from 1 January 2018, in accordance with clause 3.2(m) of the University of Sydney (Academic Board) Rule 2017:
  - Pranay Jha
  - Isabella Pytka

- The Academic Board is asked to note that this is Professor Tyrone Carlin's final meeting as Deputy Vice-Chancellor (Registrar) and extend its appreciation for his contributions to the Academic Board and its committees during his time in this role.
MEMBERSHIP OF STANDING COMMITTEES

The Academic Board is asked to approve the following change to membership:

- Associate Professor Patrice Rey is appointed to the Undergraduate Studies Committee as the representative of the Faculty of Science, replacing Dr Jenny Saleeba.
RECOMMENDATION

That the Academic Board:
(1) authorise Associate Professor Tony Masters as Chair to act on its behalf in respect of any urgent matters that may arise between the Board meeting on 28 November 2017 and 15 January 2018 and between 16 February 2018 and the Academic Board meeting on 6 March 2018; and
(2) authorise Professor Jane Hanrahan as Deputy Chair to act on its behalf in respect of any urgent matters that may arise while the Chair is on annual leave, between 15 January 2018 and 15 February 2018.

AUTHORITY OF THE CHAIR OF THE ACADEMIC BOARD

The Board is asked to authorise its Chair and Deputy Chair to act on its behalf in respect of any urgent matters that may arise between the Board meeting of 28 November 2017 and the meeting on 6 March 2018, as set out in the recommendation above.
RECOMMENDATION

That Academic Board
(1) Provide feedback on the kinds of research, teaching, and leadership engagement activities that it would like to see considered for recognition within promotions criteria and procedures
(2) Share any thoughts or recommendations in consideration of the appropriate model by which to structure recognition for academic staff for engagement activities in promotions criteria and procedures; and
(3) Suggest the kinds of programs and support structures that it would like to be considered as interdependent with implementing changes to promotions criteria and procedures around engagement

BACKGROUND / CONTEXT

A. Sector Context

Over the last decade, the Commonwealth Government has made a number of changes that have influenced the way in which engagement, broadly defined, is recognised in university activities. In research, this has had a significant influence on the funding model of universities. From 2017, the Commonwealth Government introduced changes to how research block grant funding would be allocated to universities. This has resulted in the drivers for research block grant funding moving from an old model based on a wide variety of drivers towards a stronger focus on Category 1 funding sources and Category 2-4 funding sources as being equally important. This is depicted in Figure 1. This re-direction of funds has coincided with the increasing competitiveness of funding in Category 1 schemes, such as ARC Discovery Grants, and NHMRC Grants, as well as a broader consultation around impact and engagement within the ARC as a companion to the Excellence for Research in Australia (ERA) process. Following the findings of the Watt Review, the ARC Impact and Engagement completed its pilot phase in 2017, the performance in which is expected to be a future driver in university funding allocations.

The above changes appear to have bi-partisan support within Australia. They also reflect changes afoot internationally. In 2014, for example, the United Kingdom updated its national research assessment to the Research Excellence Framework (REF). A key change was the introduction of the impact case studies into the system for assessing the quality of research in UK higher education institutions. There, the four higher education funding bodies will distribute funds on the basis of quality and impact of universities' research in all disciplines. The assessment also provides accountability for public investment in research and produces evidence of the benefits of this investment. Results of the impact measure for the 2014 REF are illustrated below (Figure 2).

With respect to education, there is also an increasing focus on external engagement. Reflecting this focus, in 2015 the higher education peak body, Universities Australia, developed a broad work integrated learning
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(WIL) strategy in collaboration with several peak business groups (ACCI, AIG, BCA) and the Australian Collaborative Education Network.

B. Institutional Context

This changing sectoral context coincides with the release of the University of Sydney’s 5-Year 2016-2020 Strategic Plan. The Strategic Plan identifies three Institutional KPIs which highlight the focus for the university around (a) excellence, (b) engagement, and (c) simplification. These institutional KPIs are depicted in Figure 3.

These KPIs instil a set of measures for success in research and education, which indicate how the University of Sydney seeks to accomplish its aspirations as a research and teaching university (Figure 3). A central tenet to these success measures is the ability of academics at the University of Sydney to “engage” externally in their research and teaching activities. Engagement is not only instantiated as a key performance driver for research funding and educational outcomes. By recognizing researchers who seek to have an impact through their research and teaching efforts, the engagement agenda represents an enactment the University of Sydney’s founding principles of being a public university committed to public service.

In order to support the implementation of this agenda, the University of Sydney has created a number of new positions in recent years to give this agenda institution-wide focus. These include a Vice-Principal (External Relations), Pro-Vice-Chancellor (Research – Enterprise & Engagement), and Pro-Vice-Chancellor (Education – Enterprise & Engagement), and Pro-Vice-Chancellor (Global Engagement).

In research, the enterprise and engagement strategy is still under discussion but is tentatively framed in terms of achieving three broad objectives a) growing the numbers of academic staff engaged in engagement activities, b) deepening the relationship our research groups have with ‘large’ partners in terms of recurring, multi-project, and multi-disciplinary research engagements, and c) creating a culture that shares and celebrates success in research enterprise and engagement activities.

In the education sphere, the University’s 2016-2020 Strategic Plan proposed a significant transformation to undergraduate education and students’ learning experiences to better prepare students for the careers of the future. From 2018 the University will introduce cross-disciplinary, multi-faculty project units at 3000 level in which teams of undergraduates will address complex industry or community based problems proposed by external partners from the corporate, government and community sectors. Although primarily centred on Liberal Studies majors, students from across all the faculties and university schools will have the opportunity to take up an Industry and Community Project Unit. Faculties are also engaged in establishing their own interdisciplinary and disciplinary projects and placements. These initiatives will require a radical upscaling in interdisciplinary teaching expertise across the University. Promotion criteria which clearly recognised the value of interdisciplinary experiential teaching would reflect the importance of external engagement to our educational objectives.

OBJECTIVES

This document is intended to facilitate a discussion within Academic Board in November 2017, and subsequently in other parts of the University of Sydney, about the model of recognition we might regard as being appropriate for our staff. Aware of the many pressures that our staff face, it is hoped that clarifying these criteria in a transparent way will help researchers feel recognized and validated for work that they undertake that may go beyond what is recognized within the existing promotions criteria.

For the purposes of framing the discussion, we are seeking views on three issues in particular:

What kinds of engagement activity should be recognized by the University in promotions criteria? What sort of normative criteria does this entail?

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How should this recognition be structured within the promotions procedures documentation? Three options are detailed below, but there may be others to put forward for consideration.

What additional suite of initiatives would you like to see introduced to support staff within the promotions process, should promotions criteria be amended?

**OPTIONS**

Based on a benchmark analysis of a select number of high performing universities in the United Kingdom, and peer universities within the Group of 8 in Australia, at least three options have been identified (summarized in Figure 4).

**Approach 1: Engagement called out only within Governance, Leadership, and Engagement (GLE) criteria**

In this option, engagement is only captured within the equivalent of the GLE criteria at the University of Sydney². This appears to be the approach at the University of Cambridge. This approach also seems to be taken by UNSW under the term “knowledge transfer”, which is strongly figured in the “Social Impact, Global Impact, and Leadership” criteria. Having said that, “impact” is also referenced in Education and Research as well.

**Approach 2: Engagement reflected in all criteria – in USYD’s case, Research, Teaching and the GLE criteria**

Under this option, engagement is reflected across each of Research, Teaching, and GLE. At the University of Melbourne, indicators are recognized across Teaching and Learning, Research and Research Training, and Leadership and Service. A similar approach is taken at University of Queensland. It would be important to ensure that the impact and engagement criteria would be distinct to the respective criteria (i.e. impact in research, impact in education, or impact through service and governance) to avoid double-counting. At the University of Sydney, this would involve having engagement criteria recognizable in each of the three pillars of ‘Research’, ‘Teaching’, and ‘Governance, Leadership & Engagement’ (hereafter, GLE).

**Approach 3: Engagement as a fourth, independent criteria**

Under this option, engagement is recognized as a fourth, independent condition for promotion. For example, at Manchester University, “knowledge and technology transfer” operate as a separate criterion to “service and leadership”. At UCL, “knowledge transfer/ exchange and engaging communities” operates separately to “enabling” which is closer to a service criterion. At Imperial College London, “profession and practice” is an independent criterion to “leadership and management”. Case studies from these universities indicating performance in impact at an institutional level are publicly available.³

**RECOMMENDATION & PROPOSED PLAN**

Based on the discussion at Academic Board, the proposed plan is to continue the university-side conversation based on the below timetable. This would then entail bringing a formal proposal to the Academic Board sometime in 2018.

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² It is worth noting that it has only been two years since the renaming of the “Service” area to Governance, Leadership, and Engagement at the University of Sydney. Effective 2017 the rankings required in the Governance, Leadership & Engagement (GLE) areas of promotion were increased from “Superior” to “Outstanding” for Level E applications via the Teaching & Research stream, and from “Satisfactory” to “Superior” for applicants applying via the focused streams (education or research).

³ See as example: https://www.ucl.ac.uk/impact/case-studies
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April-October 2017: Detailed discussions within numerous internal committees, including Sub-Committee UE Research (Enterprise & Engagement), UE Research, within the Education Portfolio, Office of Director of Culture Strategy, and SET

November 2017: Academic Board and Heads of School Committee open discussion and Q&A

November 2017 - March 2018: Circulation of paper to Heads of School to discuss with colleagues. Feedback to be collected by Heads of Schools and circulated back to the relevant Associate Deans (Research) by 28 February 2018. A/Prof Eric Knight, Pro-Vice-Chancellor (Research – Enterprise & Engagement) available at any time for presentations or consultations with Heads of Schools or colleagues as best suits. Contact at eric.knight@sydney.edu.au.

March - May 2018: Based on aforementioned feedback, specific proposal put to relevant committees, i.e. Management & Staff Consultative Committee, UE, Academic Board

ATTACHMENTS

Figure 1: Summary of different recognition frameworks from benchmark analysis
Figure 2: Research Block Grant Funding Comparison
Figure 3: Institutional KPIs
Attachment I: Benchmark Analysis of promotions procedures at a number of leading UK and Australian universities
FIGURE 1

**Current 2017**

Research block grant funding (existing model): % contribution
Government allocation to universities

**New RBG drivers**

Research block grant funding (new model): % contribution
Government allocation to universities

*to apply from 2017, based on 2014 and 2015 HERDC performance*
FIGURE 2
The top seven higher education institutions (HEIs) by 'impact power'.

Data source: REF 2014 Results Analysis Tool developed by Elsevier Analytical Services, part of Elsevier Research Intelligence.

Source: http://www.ucl.ac.uk/ref2014/ref2014-results/UCL-REF2014-Results/impact-power
### FIGURE 3: Institutional KPIs

**1. Institutional KPIs**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Performance area</th>
<th>Key Indicators</th>
<th>Quality target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellence</strong></td>
<td>Research performance</td>
<td>CAT1-A research; ERA; social impact</td>
<td>First in Australia</td>
</tr>
<tr>
<td></td>
<td>Educational experience</td>
<td>Student satisfaction; student retention and progression</td>
<td>Recognised as the best in Australia</td>
</tr>
<tr>
<td></td>
<td>Graduate outcomes</td>
<td>Percentage employed or undertaking further study; graduate qualities assessment</td>
<td></td>
</tr>
<tr>
<td><strong>Reputation</strong></td>
<td></td>
<td>Rankings - THE; ARWU; QS; US News</td>
<td>First in Australia</td>
</tr>
<tr>
<td><strong>Student demand</strong></td>
<td></td>
<td>Load of faculty in the new curriculum</td>
<td>NSW market share for 99+ ATAR</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>External partnerships</td>
<td>Research engagement activity; quality of global partnerships [alignment with research and education strategies]; student mobility</td>
<td>Market share of national research engagement activity and funding: 60 percent student mobility, 30 preferred partnerships by 2020</td>
</tr>
<tr>
<td></td>
<td>Staff culture</td>
<td>Annual culture survey, with year-on-year improvement</td>
<td></td>
</tr>
<tr>
<td><strong>Simplification</strong></td>
<td>Sustainable and streamlined operations</td>
<td>Measurable improvement in service quality and efficiency</td>
<td></td>
</tr>
</tbody>
</table>
FIGURE 4: Summary of benchmark analysis

Ways to recognize excellence in Enterprise & Engagement

**Approach 1:**
Engagement primarily in leadership and governance

**Approach 2:**
Engagement recognizable within Research, Teaching and GLE

**Approach 3:**
Engagement as a 4th, independent criteria
Benchmark Analysis of promotions procedures at a number of leading UK and Australian universities

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General Criteria for promotion:
Access to promotion will normally fall within one or more of four broad categories:
(i) research;
(ii) knowledge and technology transfer,
(iii) teaching and teaching-related activities; and
(iv) service and leadership.

About Enterprise & Engagement:
In evaluating a case for promotion based on research activity the University will give equal weight to fundamental research and applied research and development including the transfer of intellectual property into the wider economy; the translation of research findings into clinical solutions; the development of innovation; research and consulting relationships with companies, government departments and other public bodies; and the enrichment of the wider culture through creativity in the social sciences, humanities and the visual and performing arts.

Academic Enterprise and Knowledge Transfer (2016)
- A substantial contribution to the development of academic enterprise across a broad range of enterprise or cultural activities
- Demonstrable leadership in academic enterprise, notably new academic enterprise processes designed, initiated and managed
- A sustained record of supervision of postgraduate students on new business creation and technology or knowledge transfer projects
- High visibility involvement in regional, national and international enterprise bodies

Source: https://documents.manchester.ac.uk/DoculInfo.aspx?DocID=473
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UCL (UNIVERSITY COLLEGE LONDON)


General Criteria for promotion:
• Research: contribution to the advancement of a subject by research and scholarship (defined as commitment to, and practice in, the acquisition and synthesis of knowledge and understanding);
• Teaching: contribution to the advancement of a particular subject area through teaching and/or by educational innovation;
• Knowledge transfer/exchange and engaging communities: contribution to quality of life or the economy through application of knowledge in practice to the benefit of the broader community (i.e. commerce, industry and the public domain); involvement in UCL projects to enhance engagement with the general public; and
• Enabling: contribution to management or administration or other significant contribution to the achievement of UCL’s wider goals and aims, which furthers the discipline, and/or facilitates and enhances the personal contributions of academic colleagues. Promotion through the academic grades of Lecturer, Senior Lecturer, Reader and Professor requires, by definition, evidence of scholarship. Promotion cannot be achieved on the grounds of performance in the categories of either enabling or knowledge transfer/exchange alone.

About Enterprise & Engagement:
Judgment of Knowledge Transfer/Exchange Contribution to those outside the academic community will require evidence of significant impact achieved in all or some of the following:
• Application of knowledge to improve the performance of business, commerce or industry, through e.g. consultancy, invention disclosures, intellectual property (patent applications, provisional patents, or patents awarded), licensing of intellectual property, or spin-out companies
• Activities which increase the engagement between the public and the discipline through dissemination to, consultation of or collaboration with public groups
• Application of knowledge to improve the performance of public sector organisations, e.g. by informing public policy, government, or by engaging with the heritage or cultural sector; such applications of knowledge may include building code standards, ICT/computing standards, engineering or other standards, artistic standards, or new surgical and other medical procedures not otherwise protectable as intellectual property
• The development of practice to achieve significant enhancement of the quality of life of a community through improving safety and sustainability and protecting the environment
• Innovation in the development of organisational mechanisms to assist or support transfer and application of knowledge to the benefit of society, e.g. industry-sponsored contract research, schemes for employing students in industry, KTPs (Knowledge Transfer Partnerships) and industrial secondments and training provision
• The exercise of skill and craft in pursuing the highest level of excellence in a field of practice
• Innovation in technique or procedure in the exercise of a field of practice
• Involvement in and development of projects supported by the UCL Public Engagement Unit or equivalent at other institutions.

Source: http://www.ucl.ac.uk/hr/docs/proms/index.php
Approved: 2017

General Criteria for promotion:

- Education,
- Research,
- Leadership and management,
- Profession and practice.

These four activities – education, research, leadership and management, profession and practice – are interrelated and candidates will be expected to demonstrate achievements in all these activities but to different extents. Each individual case will be judged on its merits: the relative weightings between the various achievements, and the level of attainment in each, will determine the most appropriate promotion.

About Enterprise & Engagement:

Profession and Practice
Activities include involvement in consultancies; contributing to continuing professional development; membership and/or leadership of respected institutions/organisations/peer review bodies; acting as an expert witness; contributing to improvements in clinical management and processes; contributing to improvements in healthcare.

Measures of recognition include medals and awards; a major role in changing and improving professional practices; creative contributions to projects; industrial/medical application of research findings; innovations in healthcare that are recognised by a significant audience; patents; industrial initiatives arising out of research such as spin-out companies etc.

In progressing from Lecturer to Professor, or Professor of Practice, there is no requirement for an increasing contribution to the profession or practice although, for a significant number of individuals, it is highly likely that their national and international standing will have had an impact on their relevant profession. Contributions to the advancement of a profession or practice will, therefore, be considered in addition to (and, exceptionally, instead of) research contributions. For example, a distinguished practitioner who is making outstanding contributions to education can be promoted to Reader, Associate Professor (if in the Business School), Professor or Professor of Practice.

*Source: [http://www.imperial.ac.uk/human-resources/working-at-imperial/career-development-opportunities/academic-promotions/](http://www.imperial.ac.uk/human-resources/working-at-imperial/career-development-opportunities/academic-promotions/)
Approved: 2008, was supposedly updated in 2016 & 2017 (very messy and not transparent!)

General Criteria for promotion:
There are three criteria for the conferment of the title of full professor: research, teaching, and good citizenship. All three criteria must be met. In this exercise there are no circumstances in which narrowly undershooting any one of these criteria can be compensated by exceptional achievements in respect of the other criteria.

About Enterprise & Engagement:
Research:
An ongoing research record which is characterised by a significant influence on the field of study, and is of a high order of excellence and of international standing, and the quality of which in terms of research distinction is at least equal to that expected of those appointed to full professorships at other leading international research universities. The University will be looking for evidence of an appropriate combination of some or all of the following activities and outputs, considered in the context of excellence in the discipline:

- academic leadership in shaping the future of the discipline (which may include the establishment of successful research groups and/or significant engagement with major collaborations);
- a record of securing external research funding, from relevant sources, where appropriate;
- influence of the research activity beyond academia, including engagement with technology transfer and/or technical developments and/or knowledge exchange including patents, where appropriate;

Not all of these seven points have to be met (and this is not an exhaustive list of possible research achievements).

Good citizenship
An ongoing record of involvement in University and/or college administration concomitant with the duties of the university post and the college fellowship (where one is held), and demonstrable competence in such administration. “Good citizenship” may include activities such as the holding of university and/or college offices, service on university and/or college committees, amongst others. Account may also be taken of editorship of journals, service on committees working in a national context, and other forms of public engagement, as well as activities connected to enterprise, links with industry and business etc.

"Source: https://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/personnel/documents/informationforstaff/Revised_procedures.pdf
https://www.admin.ox.ac.uk/personnel/staffinfo/academic/taskforceonacademicemployment/faqs2008/"
Approved: 2016, was updated in 2017 but not available to the external user

General Criteria for promotion:
- Research/Scholarship (5.3 Account may be taken of evidence in relation to research/scholarship, regardless of where it has been undertaken.)
- Teaching (5.4 Account may be taken of evidence from previous academic employment in the University and/or College(s) in relation to teaching, but not from institutions external to the University.)
- General Contribution (5.5 Evidence of contribution to the applicant’s subject other than in teaching and research may also include contributions made outside the University)

About Enterprise & Engagement:

General Contribution
5.8 There must be an effective contribution to the subject other than in teaching and research. This may include administration and, where appropriate, management of research groups, and the creation and management of multi-institutional/national/international research facilities. It may also include contributions to the subject made more widely, for example, widening participation activity and the design and delivery of outreach programmes, also editorial work, and clinical work (if applicable).

General Criteria for promotion:
The University’s Academic Performance Framework (APF) recognises the following three core dimensions of academic performance at the University of Melbourne across the academic domains of Teaching and Learning, Research and Research Training, and Leadership and Service:

- Activity: The range and volume of academic activities, inputs and outputs;
- Engagement: The nature and role of engagement with communities, industry and government embedded within Teaching, Research and Research Training, Leadership and Service; and
- Quality and impact: Which is multifaceted and includes academic excellence, originality and recognition, as well as impact, adoption, benefits and influence, within and beyond the academy.

Source: https://policy.unimelb.edu.au/MPF1299
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11. Awards and prizes for engagement (local community, national, international)
12. Development of community, industry and cultural partnerships
13. Major submissions to government enquiries
14. Leadership roles in external professional and disciplinary communities (including policy development) nationally and internationally.
15. Membership of committees of inquiry and expert panels
16. Public intellectual contributions to the advancement of culture and society

Source: Schedule A – Academic Career Benchmarks and Indicators

Special Studies Programs (SSP)

5.11 The objective of Special Studies Programs (SSP) is to support and build upon high performance by enabling and encouraging academic employees to undertake a program of special studies instead of their normal academic duties that: (a) contributes to their individual career development and renewal and the achievement of excellence across the academic domains of research, teaching and learning, engagement and/or leadership; (b) contributes to the achievement of unit, faculty and University strategic objectives, as expressed in faculty strategic plans and Growing Esteem, and the introduction of new ideas into the University; and (c) strengthens and increases engagement with industry, government and the professions, and develops opportunities for future collaboration, including with international partner institutions.

5.15 Examples of program activities that contribute to the academic domains of:

(…)

(c) Engagement: An industry sabbatical involving a placement providing hands-on industry experience with the opportunity to contribute to an external workplace and industry-funded research and training, leading to the acquisition of updated knowledge on current industrial practice and the development of strategic ongoing industry linkages.

Source: https://policy.unimelb.edu.au/MPF1299
Approved: May 2016 + June 2017 for nomenclature update

General Criteria for promotion:
This policy applies to staff at levels A to E, across all of the academic categories - Teaching and Research, Teaching Focused, Research Focused and Clinical Academic. The patterns of academic activity vary widely across academic categories and disciplines. While there are common elements, the balance between them may be quite different from one discipline to another. Furthermore, the amount of time required for each activity may be dependent on the discipline, and in many disciplines some of these activities could also lead to opportunities for industry linkage, funding, and commercialisation of intellectual property associated with research activities.

About Enterprise & Engagement:

Research
In research, a Level C (T&R) academic will demonstrate a capacity for independent research, contribute as a chief investigator including collaborations which yield new insights and opportunities and will be expected to obtain and successfully manage significant external research funds. He or she will have achieved national recognition and have a developing international profile for research in the field through publication or exhibition in high quality outlets and, where relevant, by the impact of their research on policy, practice and/or commercialisation. In research, a Level D academic will be expected to demonstrate evidence of quality and impact of their work through publication or exhibition in internationally-recognised outlets, and, where relevant, through its impact on policy, practice and/or commercialisation. Leadership will be evident through a record of successful applications for external research funding in a chief investigator role and mentoring of more junior academics and researchers. In research, a Level E academic will demonstrate outstanding outcomes and leadership. This will include guiding the development of others, particularly more junior researchers, leadership of major funding initiatives, major contributions to knowledge and the beneficial application of knowledge, and intellectual leadership beyond his or her specific areas of research or creative activity.

Source: [http://ppl.app.uq.edu.au/content/5.70.17-criteria-academic-performance#Policy](http://ppl.app.uq.edu.au/content/5.70.17-criteria-academic-performance#Policy)

Evidence for research and creative work activity includes:

- (…)
- patents and other intellectual property
- research collaborations and contracts (with industry, government, community etc)
- clinical trial participation as an investigator or clinical expert
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- substantive innovation in clinical practice

Evidence for research and creative work impact includes: (Impact refers to the uptake of your research beyond the academic discipline, and the broader social, economic, environmental and/or cultural benefits resulting from your research)

- the extent of commercialisation of research: patents, royalty licences, spin-off companies, successful technology transfer activities
- significance of research collaborations: major industry, government, profession, business, not-for-profit organisations and community partnerships
- community or government adoption of work and development of policy from work
- awards: industry, government and community awards and prizes, national awards from professional associations
- demonstrated engagement with end-users of your research, including community, industry and government groups (eg media comment, series of public lectures, outreach initiatives etc)
- provision of expert advice, technical reports and consultancy services to community, industry, government and other groups
- extent of sales of research commercialisation, books and major library holdings
- panel memberships (government advisory committees and task forces, etc)
- invitations to judge events and competitions relevant to research/creative field
- translation into clinical trials and practice, impact of clinical innovation and/or clinical trial outcomes on clinical practice, commercial investment, patents etc

General Criteria for promotion:

- Research;
- Education; and
- Social Engagement, Global Impact and Leadership.

A core area for assessment is where the applicant believes that he/she has made a significant contribution. In many instances, applicants will have made some contribution under each of the three pillars of academic performance. However applicants may also be promoted on the basis of an outstanding contribution in any two of the three pillars of academic performance.

About Enterprise & Engagement:

Engagement:

- (…) community engagement through contributions to local, national or global communities and/or through building partnerships with industries, with Government or with other organisations;
- contribution to the profession and or discipline through engagement in the governance of professional bodies; editing, refereeing, evaluation of research or other activities and/or through contribution of professional or disciplinary expertise to the community;
- contribution to the knowledge transfer agenda of the UNSW 2025 Strategy

2025 Vision

UNSW will be recognised globally as a leading university for knowledge exchange. Our engagement with government, industry and the community will enable the translation of our work to advance social progress and economic prosperity. We will be known for a focus on innovation as well as for the scale and extent of interactions involving our staff, students and alumni with industry, business, government and our community partners.

Measures of progress

- Growth in knowledge exchange related revenue.
- Measures of the economic impact of UNSW.
- Ranking in the Reuters Top 100 Innovative Universities.
- The proportion of students actively involved in innovation and entrepreneurship.
- The number of technology start-up companies created by our staff and students.
- The number of knowledge exchange partners engaged.
- The number of Easy Access IP and Easy Access Research agreements. (see next pages)

Source: https://www.hr.unsw.edu.au/employee/acad/acadprom.html
Theme B3: Knowledge exchange for social progress and economic prosperity

2025 Vision

UNSW will be recognized globally as a leading university for knowledge exchange. Our engagement with government, industry and the community will enable the translation of our work to advance social progress and economic prosperity. We will be known for our focus on innovation as well as for the scale and extent of interactions involving our staff, students and alumni with industry, business, government and our community partners.

Objectives

1. To establish UNSW as a world-leading university for industry engagement, through an open and flexible approach to working with government, industry and communities that focuses on translating and communicating the wider economic and social benefits of our research to society.

2. To have an effective industry-staff-student ecosystem for innovation and entrepreneurship and to be known as a place where entrepreneurship is nurtured, so that our best innovative minds can flourish and take new ideas to market or transform the way we look at the world through social entrepreneurship.

3. To forge global alliances to ensure knowledge exchange connects the world and supports UNSW’s global commitment to a more just and sustainable society.

Our initiatives

1. UNSW Innovation and Entrepreneurship

   We will embed innovation and entrepreneurship into our research and education culture. Entrepreneurship will be embraced by staff and students, and the progression of our staff and students to positions in industry or vice versa will be celebrated, recognizing the future relationships and value that this will bring. We will also grow our successful student start-up program and make innovation and entrepreneurship part of the UNSW learning experience. We will increase student internships, industry placements and mentorship by working closely with industry, especially our alumni. With the Michael Crouch Innovation Centre as a hub, we will embrace the experience and skills of our successful alumni entrepreneurs.

2. UNSW Knowledge Exchange Agent

   We will champion and promote knowledge exchange. We will foster deep, mutually beneficial relationships between University researchers and industry and the community. We will also develop a user-friendly digital pathway into UNSW for industry, government and the community seeking research engagement. Our new portal will facilitate the matching of industry partners with the right groups of researchers at UNSW, as well as showcasing the range of capabilities that our research workforce possesses. We will scale up discussion forums which foster the exchange of ideas and expertise between UNSW researchers and industry, leading to the generation of knowledge exchange opportunities. We will introduce mechanisms to monitor and assess the value of our innovations and to capture, reward and incentivise knowledge exchange across the University.

3. UNSW Innovation Precinct

   We will establish a ground-breaking and internationally connected UNSW Innovation Precinct which will bring together industry, small to medium sized enterprises (SMEs), entrepreneurs, investors and policy makers from around the world to our campus. The Precinct will link all the steps in the innovation-research-development-translation value chain, from harnessing the creativity of our students, staff and alumni, through to incubating our best ideas and bridging them to industry or the end-users of our research.

4. Easy Access Research

   We will ensure ongoing differentiation as a leader in knowledge exchange space in Australia and globally. We will further develop our use of Easy Access IP at home and overseas as a means to move our research into industry and into the wider community and to eliminate legal complexities for most of the research conducted at UNSW. We will complement Easy Access IP with the introduction of Easy Access Research so that industry can engage with UNSW researchers with an up-front assurance that they can use any IP generated. Easy Access IP and Easy Access Research will be prominent mechanisms to support and grow the entrepreneurial
5. Policy development and thought leadership

UNSW will take a leadership position in knowledge exchange policy and delivery in Australia and on the global stage. We will work with industry leaders, peak industry bodies, community bodies and government to highlight the social and economic benefits of knowledge exchange. We will assist governments, industry and the public to monitor, assess and understand the full range of benefits that accrue from investing in research at UNSW.

Measures of progress

- Growth in knowledge exchange related revenue.
- Measures of the economic impact of UNSW.
- Ranking in the Reuters Top 100 Innovative Universities.
- The proportion of staff actively involved in innovation and entrepreneurship.
- The number of technology start-up companies created by our staff and students.
- The number of knowledge exchange partners engaged.
- The number of Easy Access IP and Easy Access Research agreements.
RECOMMENDATION

That the Academic Board:
(1) note the report of the Assessment Working Group, as presented; and
(2) endorse the recommendations set out in the report.

EXECUTIVE SUMMARY

In February 2017, the Assessment Working Group was established by the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) to consider how best to implement the assessment-related initiatives articulated in the University’s 2016-20 Strategy. As a result of work carried out throughout the year the working group makes five key recommendations, which are detailed in its final report for 2017 (Attachment 1). These recommendations are intended to: ensure the embedding of the University’s graduate qualities within all undergraduate degrees; establish improved processes for coordinating learning and assessment at levels higher than units of study; create an environment in which teaching teams can develop innovative approaches to the design of learning experiences and assessment; improve feedback on learning to students and staff; and reduce the burden of assessment overall. With the endorsement of the Academic Board and the University Executive Education Committee, implementation of the recommendations is planned to commence in 2018, with support to be provided by the Education portfolio through both the Curriculum Development Fund and targeted professional development activities.

This proposal was endorsed for presentation to the Academic Board at the 14 November 2017 meeting of the Academic Standards and Policy Committee.

BACKGROUND

The Assessment Working Group was established by the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) to undertake the work required to implement the assessment initiatives within the University of Sydney 2016-20 Strategic Plan (the Strategy). Set within the broader transformation of the undergraduate curriculum and learning experience, these initiatives commit the University to: ensuring the coordination of learning outcomes and assessment across the curriculum and at levels higher than units of study; reducing the total volume of assessment while also increasing the use of formative and authentic forms of assessment; and establishing, by 2020, a common approach for measuring and reporting students’ attainment of the graduate qualities.

With representation from across the University’s faculties and schools, the working group investigated the current practice of assessment at the University, along with its impact on students and staff, to identify the steps necessary to implement the initiatives indicated above. The current use and nature of rubric-based approaches to assessment was considered, as was student feedback on assessment collected through regular surveys on units of study and the broader student experience. The working group also engaged in widespread consultation with staff and students, and worked with Professor Jim Tognolini and experts in the
ISSUES

As detailed below, the working group’s recommendations are intended as first steps toward establishing an enabling framework within which teaching teams can re-think the alignment of learning activities and assessment tasks with learning outcomes, for each curriculum component, that give expression to the graduate qualities. This should present significant opportunities for innovation in the design of assessment, which has the potential to further consolidate assessment across curriculum components and reduce the volume of assessment where appropriate. Improved feedback to both staff and students, gained partly through the assessment of the graduate qualities, is also likely to prompt further review of teaching and learning strategies.

Recommendation 1: Ensure that learning outcomes for degrees and each curriculum component give expression to the graduate qualities

The University's new graduate qualities were established in the Learning and Teaching Policy 2015. The University’s 2016-2020 Strategic Plan (the Strategy) subsequently undertook to ensure that the graduate qualities are embedded as learning outcomes in all undergraduate degrees, and faculties have been supported in this curriculum renewal work via the Education compact process during 2016 and 2017 with work expected to continue in 2018. In line with this work to embed the graduate qualities within all undergraduate award courses, the following steps are recommended.

- The Academic Board, as part of its course approval, assurance and review processes should ensure that every degree of the University has learning outcomes articulated in terms that give full expression to the graduate qualities. This can be done through amending the course management and review templates.
- To further ensure the development of the graduate qualities by all students, the learning outcomes for relevant curriculum components of each degree (stream, specialisation, program, and major) should also be expressed in terms of the graduate qualities. These should be prepared by faculties and submitted to the Academic Board for review by mid-2018.
- The DVC Education should ensure that professional development and support is available to assist faculties in undertaking this work, and work with the Academic Board to develop clear requirements.

Recommendation 2: Map and plan assessment across the curriculum

Understanding when and how each learning outcome (and hence graduate quality) is developed within each curriculum component is necessary to assure learning and allow assessment of the graduate qualities. Planning assessment in this way will also create a framework to manage assessment across the component more effectively. For these reasons, it is proposed that assessment plans should be developed for each curriculum component.

- As part of its role in monitoring the academic quality of the University, the Academic Board should ensure assessment plans are in place for each relevant curriculum component of a degree. This could be done by ensuring the course management and course review templates require an assessment plan for each curriculum component above the unit of study level (see section 3.1).
  - For liberal studies degrees, assessment plans should be developed at the level of the stream, program, and major, as appropriate.
  - For professional and specialist degrees, assessment plans should be developed at the level of the stream, specialisation or degree, as well as for any majors available in the degree.
- Assessment plans should: articulate the learning outcomes for the relevant course component; indicate where and how the learning outcomes are developed and assessed; and describe how students’ achievement of the graduate qualities will be developed, the tasks typically used, and how they will be assessed on completion of the degree (section 3.1).
- The DVC Education should ensure that staff professional development and support is available, focusing on assessment alignment, assessment task design and assessment innovation, commencing no later than 2019. Further, the Education portfolio should provide funding for innovation in assessment and assessment task design through the 2019 and 2020 Education Compact and Strategic Education Grant process.
Non-Confidential

Recommendation 3: Coordinate curriculum components and degrees
The new curriculum's emphasis on the coherence of each curriculum component (i.e., the stream, specialisation, program or major) means that it is necessary to ensure that mechanisms are in place to monitor the alignment and coordination of the curriculum at levels intermediate to units of study and the degree. It is recommended that uniform governance arrangements be established across all faculties and all curriculum components, down to the level of the major.
- Every faculty should ensure there is a degree, stream, specialisation, program or major coordinator appointed, as relevant, for the curriculum components of any undergraduate award course it offers.
- The coordinator will be responsible for maintaining oversight of the learning outcomes for the relevant curriculum component; developing and reviewing the assessment plan for the relevant component; and from 2020, reporting annually to the faculty on students' achievement of the graduate qualities.

Recommendation 4: Use a common approach to assess the graduate qualities
In addition to its existing commitment to monitoring students’ educational experiences, the Strategy commits the University to systematically assessing students’ acquisition of the graduate qualities (initiative 4.4). To do so, it will be necessary that the University has a shared understanding of the graduate qualities and the potential levels of performance at which students may achieve these qualities.
- A suite of common rubrics will be used as the scale by which student attainment of the graduate qualities is measured. These rubrics are currently under development by the Educational Measurement and Assessment Hub and other experts across the University.
- Where considered necessary, the common University rubrics may be used as a foundation to develop more detailed rubrics suited to a specific field of study, to ensure that the emphasis of learning both across and within the graduate qualities is appropriate for the development of a student in that field. These field of study rubrics will build on the standards of the common rubrics and retain the same components.
- The suite of common University rubrics will be approved by the Academic Board and will be monitored, with the assistance of the Education portfolio, to ensure continued relevancy and effectiveness.

Recommendation 5: Explore the use of the project units and other experiential units to assess student achievement of the graduate qualities
The policy requirement for each major to include a final year project and for all undergraduate degrees to include project-based learning provides an opportunity to assess student achievement of the full suite of graduate qualities. These units are intended to allow students to demonstrate disciplinary expertise by applying their knowledge to an authentic problem. In doing so, the full suite of graduate qualities will often be evident. Trials of a model for multi-faculty projects at a medium scale are being conducted in 2018.
- As 2018 trials of project units proceed, work to consider the assessment model in these units and the potential to use the common suite of graduate quality rubrics to evaluate student performance should be undertaken.
- The utility of such assessment to provide the final statement of attainment of the graduate qualities for graduating students should also be tested.

CONSULTATION

Expert advice was provided by the Sydney School of Education and Social Work's Educational Measurement and Assessment Hub. Early and periodic input was also sought from the Academic Board, its standing committees, and the University Executive Education Committee. Written submissions and other information were received from Student Support Services, the Office of Educational Integrity, Human Resources, and the student advocacy services provided by the Students’ Representative Council and Sydney University Postgraduate Representatives Association. All staff at the University were invited to provide feedback on early discussion papers through a series of University-wide and faculty fora, while feedback from students was sought from student representatives to the Academic Board at a dedicated roundtable discussion on assessment. The full consultation schedule is as below.

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Audience</th>
<th>Purpose</th>
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<td>13-Feb-17</td>
<td>University Executive Education Committee</td>
<td>Establish Assessment Working Group</td>
</tr>
<tr>
<td></td>
<td>14-Feb-17</td>
<td>Academic Standards and Policy Committee</td>
<td>Establish Assessment Working Group</td>
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Non-Confidential

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<th>Month</th>
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<th>Committee/Forum</th>
<th>Description</th>
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<td>27-Apr-17</td>
<td>Degree Advisory Working Group</td>
<td>Progress update</td>
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<td>22-May-17</td>
<td>University Executive Education Committee</td>
<td>Progress update</td>
</tr>
<tr>
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<td>23-May-17</td>
<td>Undergraduate Studies Committee</td>
<td>Progress update</td>
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<tr>
<td></td>
<td>30-May-17</td>
<td>Academic Standards and Policy Committee</td>
<td>Progress update</td>
</tr>
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<td>May</td>
<td>13-Jun-17</td>
<td>Academic Board</td>
<td>Assessment forum</td>
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<td>14-Jun-17</td>
<td>All staff</td>
<td>Assessment forum</td>
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<td>June</td>
<td>25-Jul-17</td>
<td>Health Sciences</td>
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<td>07-Aug-17</td>
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<td>Feedback on interim discussion paper</td>
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<tr>
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<td>Academic Standards and Policy Committee</td>
<td>Feedback on interim discussion paper</td>
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<td></td>
<td>14-Aug-17</td>
<td>Conservatorium of Music</td>
<td>Assessment forum</td>
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<tr>
<td></td>
<td>15-Aug-17</td>
<td>Business</td>
<td>Assessment forum</td>
</tr>
<tr>
<td>August</td>
<td>16-Aug-17</td>
<td>Dentistry, Medicine, Nursing and Pharmacy</td>
<td>Assessment forum (combined)</td>
</tr>
<tr>
<td></td>
<td>23-Aug-17</td>
<td>Dentistry and Medicine</td>
<td>Assessment forum (combined; Westmead)</td>
</tr>
<tr>
<td></td>
<td>24-Aug-17</td>
<td>Architecture, Design and Planning</td>
<td>Assessment forum</td>
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<td>30-Aug-17</td>
<td>Arts and Social Sciences</td>
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<td>31-Aug-17</td>
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<td>Roundtable discussion on assessment</td>
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<td>21-Sep-17</td>
<td>University Executive Heads of Schools Committee</td>
<td>Feedback on interim discussion paper</td>
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**ATTACHMENTS**

Attachment 1 – *Assessment: A University-wide approach*, 2017 Assessment Working Group
Assessment

A University-wide approach

2017 Assessment Working Group
Executive Summary

In February 2017 the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) formed the Assessment Working Group to examine the University’s current approach to assessment and consider ways to achieve the vision for assessment that was outlined in the University of Sydney 2016-20 Strategic Plan (the Strategy).

That vision involves not only embedding the graduate qualities for undergraduate degrees, adopted in 2015, but assessing them, fostering authentic assessment, and improving feedback on learning through interactive and innovative learning design. This will be achieved through the creation of an assessment framework that supports learning and allows students and staff to share the excitement of discovery unencumbered, as far as is possible, by assessment drudgery. Such a framework would also mean that by 2020, the University would have much greater clarity over what students learn in each degree and its components.

To achieve this, the working group has made the following recommendations. The first **Recommendation 1** is to ensure that learning outcomes give full expression to the graduate qualities. This is a foundational step to create a clear statement at the level of each curriculum component (stream, specialisation, program and major) of what students will learn. By agreeing learning outcomes at levels between the degree and the unit of study, unit of study coordinators will be able to align their own area of responsibility with others and share the load of creating the learning outcomes of the component across multiple units. This should allow them to take action to improve learning and assessment in their own area, confident this is coordinated with other areas of students’ education.

**Recommendation 2** is to provide a way to manage and monitor these learning outcomes through the development of assessment plans for majors and other curriculum components higher than the unit of study. By providing a clear statement on how outcomes will be achieved, how we will know they have been achieved, and how they are aligned across the curriculum, assessment plans will empower academics to re-think task design at the unit level, and make greater use of authentic assessment and new learning resources. In the context of the University’s rich curriculum with many pathways and opportunities for building interdisciplinary learning, a coordinated way of managing assessment across the curriculum is needed. It is also recommended that coordinators be appointed to manage this, for appropriate curriculum components (**Recommendation 3**).

By assessing student attainment of the graduate qualities, the University can provide important feedback to students on learning and to staff on teaching. This will also provide a measure of the success of the work to embed the graduate qualities and to achieve the learning outcomes of each degree or curriculum component. To provide such assessment it will be necessary to use a common suite of rubrics, one developed for each graduate quality (**Recommendation 4**). While it will be necessary to use the common rubrics as a baseline, where necessary specific rubrics may be developed that build on the common rubric as appropriate to a field of study.

Finally, the opportunity to use the final year project units within the liberal studies majors (and equivalent experiential units that occur in specialist and professional degrees) to provide the final assessment of a students’ attainment of the graduate qualities should be explored as these project units are trialed in 2018 (**Recommendation 5**). At the same time, the potential for the common rubrics to drive the design of an assessment framework and tasks for these units should be investigated.

These recommendations form the foundation required to achieve the strategic vision by establishing a coherent framework for assessment. This should better enable academics to: use feedback on learning to adjust activities to better achieve the learning outcomes for a unit, major, stream or degree; introduce authentic assessment; design tasks that are well aligned with learning outcomes; and apply innovative and technologically-assisted interactive experiences to learning.
Recommendations

There are five key recommendations of the Assessment Working Group as detailed below. With the agreement of Academic Board, these recommendations will be progressed during 2018 and plans made for work to continue in 2019 and 2020. A short section outlining the planned implementation schedule follows these recommendations.

Many of these recommendations are focused on first steps that will change some of the policy requirements and governance around assessment at the University. The environment thus created will enable teaching teams around each curriculum component to re-think the alignment of learning activities and assessment tasks with learning outcomes that give expression to the graduate qualities. This should present significant opportunities for innovation in the design of assessment, whether in relation to discrete assessment tasks in units of study or the design spanning multiple units of study. Such innovation has the potential to further consolidate assessment across curriculum components and reduce the volume of assessment where appropriate. Improved feedback to both staff and students, gained partly through the assessment of the graduate qualities, is also likely to prompt further review of teaching and learning strategies.

Recommendation 1: Ensure that learning outcomes for degrees and each curriculum component give expression to the graduate qualities

The University’s new graduate qualities were established in the Learning and Teaching Policy 2015. The University’s 2016-2020 Strategic Plan (the Strategy) subsequently undertook to ensure that the graduate qualities are embedded as learning outcomes in all undergraduate degrees, and faculties have been supported in this curriculum renewal work via the Education compact process during 2016 and 2017 with work expected to continue in 2018. In line with this work to embed the graduate qualities within all undergraduate award courses, the following steps are recommended.

- The Academic Board, as part of its course approval, assurance and review processes should ensure that every degree of the University has learning outcomes articulated in terms that give full expression to the graduate qualities. This can be done through amending the course management and review templates.
- To further ensure the development of the graduate qualities by all students, the learning outcomes for relevant curriculum components of each degree (stream, specialisation, program, and major) should also be expressed in terms of the graduate qualities. These should be prepared by faculties and submitted to the Academic Board for review by mid-2018.
- The DVC Education should ensure that professional development and support is available to assist faculties in undertaking this work, and work with the Academic Board to develop clear requirements.

Recommendation 2: Map and plan assessment across the curriculum

Understanding when and how each learning outcome (and hence graduate quality) is developed within each curriculum component is necessary to assure learning and allow assessment of the graduate qualities. Planning assessment in this way will also create a framework to manage assessment across the component more effectively. For these reasons, it is proposed that assessment plans should be developed for each curriculum component.

- As part of its role in monitoring the academic quality of the University, the Academic Board should ensure assessment plans are in place for each relevant curriculum component of a degree. This could be done by ensuring the course management and course review templates require an assessment plan for each curriculum component above the unit of study level (see section 3.1).
  - For liberal studies degrees, assessment plans should be developed at the level of the stream, program, and major, as appropriate.
  - For professional and specialist degrees, assessment plans should be developed at the level of the stream, specialisation or degree, as well as for any majors available in the degree.
- Assessment plans should: articulate the learning outcomes for the relevant course component; indicate where and how the learning outcomes are developed and assessed; and describe how
students’ achievement of the graduate qualities will be developed, the tasks typically used, and how they will be assessed on completion of the degree (section 3.1).

- The DVC Education should ensure that staff professional development and support is available, focusing on assessment alignment, assessment task design and assessment innovation, commencing no later than 2019. Further, the Education portfolio should provide funding for innovation in assessment and assessment task design through the 2019 and 2020 Education Compact and Strategic Education Grant process.

**Recommendation 3: Coordinate curriculum components and degrees**

The new curriculum’s emphasis on the coherence of each curriculum component (i.e., the stream, specialisation, program or major) means that it is necessary to ensure that mechanisms are in place to monitor the alignment and coordination of the curriculum at levels intermediate to units of study and the degree. It is recommended that uniform governance arrangements be established across all faculties and all curriculum components, down to the level of the major.

- Every faculty should ensure there is a degree, stream, specialisation, program or major coordinator appointed, as relevant, for the curriculum components of any undergraduate award course it offers.

- The coordinator will be responsible for maintaining oversight of the learning outcomes for the relevant curriculum component; developing and reviewing the assessment plan for the relevant component; and from 2020, reporting annually to the faculty on students’ achievement of the graduate qualities.

**Recommendation 4: Use a common approach to assess the graduate qualities**

In addition to its existing commitment to monitoring students’ educational experiences, the Strategy commits the University to systematically assessing students’ acquisition of the graduate qualities (initiative 4.4). To do so, it will be necessary that the University has a shared understanding of the graduate qualities and the potential levels of performance at which students may achieve these qualities.

- A suite of common rubrics will be used as the scale by which student attainment of the graduate qualities is measured. These rubrics are currently under development by the Educational Measurement and Assessment Hub and other experts across the University.

- Where considered necessary, the common University rubrics may be used as a foundation to develop more detailed rubrics suited to a specific field of study, to ensure that the emphasis of learning both across and within the graduate qualities is appropriate for the development of a student in that field. These field of study rubrics will build on the standards of the common rubrics and retain the same components.

- The suite of common University rubrics will be approved by the Academic Board and will be monitored, with the assistance of the Education portfolio, to ensure continued relevancy and effectiveness.

**Recommendation 5: Explore the use of the project units and other experiential units to assess student achievement of the graduate qualities**

The policy requirement for each major to include a final year project and for all undergraduate degrees to include project-based learning provides an opportunity to assess student achievement of the full suite of graduate qualities. These units are intended to allow students to demonstrate disciplinary expertise by applying their knowledge to an authentic problem. In doing so, the full suite of graduate qualities will often be evident. Trials of a model for multi-faculty projects at a medium scale are being conducted in 2018.

- As 2018 trials of project units proceed, work to consider the assessment model in these units and the potential to use the common suite of graduate quality rubrics to evaluate student performance should be undertaken.

- The utility of such assessment to provide the final statement of attainment of the graduate qualities for graduating students should also be tested.
Implementation

The University is committed to assessing the graduate qualities for students who graduate in 2020. An expected small cohort of students will commence in the second year of the new curriculum during 2018, which provides an opportunity to trial assessment of the graduate qualities for the portion of that cohort who choose to exit after their third year in 2019. Working backwards from that goal provides a critical timeline for the development and implementation of the above recommendations, illustrated in the milestones below. In addition to the work to implement these recommendations, further work will be required to achieve the full vision by 2020 and indicative milestones are given here for that work as well.

Support for the work to be undertaken within faculties and University schools during 2017 and 2018 will be provided by the Education portfolio via the Educational Innovation team. Workshops on writing learning outcomes and embedding graduate qualities, as well as the development of assessment plans and curriculum mapping will be made available to all curriculum component coordinators (see Recommendation 3) across the University and rolled out in faculty groupings. In the second part of the year, another series of workshops on the common rubrics developed for assessing the graduate qualities will be held, including progressing work on any necessary interpretation of these at the field of study level.

In line with the recommendations, the Education portfolio should continue to provide funding to the faculties for this work via the mechanisms of the Curriculum Development Fund: that is, the Education faculty compacts and Strategic Education Grants.

<table>
<thead>
<tr>
<th>Year</th>
<th>Key milestones</th>
<th>Month Due</th>
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</thead>
<tbody>
<tr>
<td>2018</td>
<td>Coordinators designated for each degree and course component</td>
<td>April 2018</td>
</tr>
<tr>
<td>2018</td>
<td>Common University rubrics developed</td>
<td>May 2018</td>
</tr>
<tr>
<td>2018</td>
<td>Deliver professional development programs to support implementation</td>
<td>August 2017 – July 2018</td>
</tr>
<tr>
<td>2018</td>
<td>Graduate qualities expressed in learning outcomes for all degrees and course components</td>
<td>July 2018</td>
</tr>
<tr>
<td>2018</td>
<td>Complete assessment plans for all degrees and course components</td>
<td>December 2018</td>
</tr>
<tr>
<td>2019</td>
<td>Faculties to use assessment plans to develop innovative assessment approaches</td>
<td>TBC</td>
</tr>
<tr>
<td>2019</td>
<td>Validate common rubrics for assessing graduate qualities</td>
<td>TBC</td>
</tr>
<tr>
<td>2020</td>
<td>Measure attainment of graduate qualities using the common rubrics</td>
<td>December 2020</td>
</tr>
<tr>
<td>2020</td>
<td>Begin internal reporting on student achievement of the graduate qualities</td>
<td>December 2020</td>
</tr>
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</table>

In parallel with the development work outlined above, the University is in the midst of configuring and making available a curriculum mapping solution. An initial small-scale trial will be underway in early 2018, with the system progressively available to faculties on an opt-in, by-degree basis thereafter. The work progressed under these recommendations to develop learning outcomes and map the development of these and the graduate qualities across the degrees will serve a dual purpose as preparation for participation in the mapping system. At the same time, work will continue to identify a software solution, likely to interface with the University’s new Learning Management System, which can be used to support the assessment of the graduate qualities.
1. Introduction

The University’s 2016-20 Strategic Plan (the Strategy) identified the need to transform the undergraduate curriculum in order to produce graduates with the capacity to influence and contribute to dynamic, changing and globalised environments. The new curriculum framework balances depth of disciplinary expertise with broader capabilities and offers more authentic, ‘real-world’ educational experiences. To achieve this, there are new common requirements for all degrees, such as a sustained and coherent program of study in the major or discipline; collaborative learning activities and assessments; interdisciplinary and inter-professional learning experiences; experience working on authentic problems; and the culmination of each major or broader field of study in a final year project or practicum (for more information on the curriculum, see attachment 1).

Framing the transformed curriculum are the graduate qualities (table 1.1). Developed via University-wide survey and discussion in 2015, these graduate qualities are common to all bachelor degrees, whether liberal studies, professional or specialist degrees. To ensure students develop the graduate qualities regardless of their chosen field of study, appropriate learning experiences must be embedded in every course, work which has been underway since 2016. The new curriculum framework introduces elements specifically designed to develop each of the graduate qualities as illustrated in table 1.1, below. These elements include many already present in professional and specialist degrees, and some which have been introduced into the liberal studies degrees (Bachelor of Arts, Bachelor of Science, Bachelor of Commerce) as part of restructures to take effect in 2018.

<table>
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<tr>
<th>Graduate qualities</th>
<th>Purpose</th>
<th>Curriculum component</th>
</tr>
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<tbody>
<tr>
<td>Depth of disciplinary expertise</td>
<td>To excel at applying and continuing to develop expertise in the graduate’s chosen discipline or disciplines</td>
<td>- A major or specialisation in at least one field of study</td>
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<tr>
<td>Broader skills:</td>
<td>To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems and opportunities</td>
<td>- A structured approach to the development of knowledge and skills</td>
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<td>- critical thinking and problem solving</td>
<td></td>
<td>- Authentic problems and assessments</td>
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<tr>
<td>- communication (oral and written)</td>
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<td>- Project-based learning</td>
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<tr>
<td>- information/digital literacy</td>
<td></td>
<td></td>
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<tr>
<td>- inventiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural competence</td>
<td>To work productively, collaboratively and openly in diverse groups and across cultural boundaries</td>
<td>- A structured approach to the development of knowledge and skills</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>To work effectively in interdisciplinary (including inter-professional) settings and to build broader perspective, innovative vision, and more contextualised and systemic forms of understanding</td>
<td>- Collaborative and group-based learning activities and assessments</td>
</tr>
</tbody>
</table>

Table 1.1: Qualities of the Sydney graduate, their purpose and the corresponding curriculum component.
<table>
<thead>
<tr>
<th>An integrated professional, ethical and personal identity</th>
<th>To build integrity, confidence and personal resilience, and the capacities to manage challenge and uncertainty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A structured approach to the development of knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>Collaborative and group-based learning activities and assessments</td>
</tr>
<tr>
<td></td>
<td>Authentic problems and assessments</td>
</tr>
<tr>
<td></td>
<td>An open learning environment for extension of knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>Project-based learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Influence</th>
<th>To be effective in exercising professional and social responsibility and making a positive contribution to society</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collaborative and group-based learning activities and assessments</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary and inter-professional learning experiences</td>
</tr>
<tr>
<td></td>
<td>Authentic problems and assessments</td>
</tr>
<tr>
<td></td>
<td>An open learning environment for extension of knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>Project-based learning</td>
</tr>
</tbody>
</table>

In addition to the transformed curriculum, the Strategy also sets out a number of initiatives to renew the University’s approach to assessment. These include an ambition to increase the integrity and effectiveness of assessment, while seeking to reduce volume; to use technology to improve feedback on learning to both staff and students; and an intention that the University measure the extent to which students have achieved the graduate qualities at graduation.

During 2017 the Chair of the Academic Board and the Deputy Vice-Chancellor Education jointly formed the Assessment Working Group to progress these initiatives. The working group investigated the current state of assessment at the University, worked with experts from the Educational Measurement and Assessment Hub, and produced discussion papers on which it consulted widely via an Academic Board forum and a large number of University-wide and faculty-specific fora. More detail on the work undertaken during 2017 is at section 4.

This report summarises the findings of the working group and sets out work to be undertaken during 2018 in some detail, as well as the key steps towards realising the Strategy in full by 2020. As the working group did, this report begins by giving an overview of policy and practice of assessment at the University. This includes considering the nature, volume and timing of assessment, and the current use of rubric-based approaches (section 2). In section 3, the report explores the ways in which the University’s vision for assessment may be achieved, detailing the steps necessary to draw together current good practices, take advantage of the new curriculum framework, integrate assessment more fully in the learning feedback loop and assure student achievement of the graduate qualities. Doing so will allow the University to in turn assure the efficacy of the University’s degrees in developing the graduate qualities.
2. Current assessment

Assessment practice underpins all of teaching and learning at the University, and while what are considered appropriate assessment tasks can vary widely by field of study, there are general principles of assessment which are common across the diverse fields represented at the University. Students and staff can tend to have similar concerns regarding assessment -- for the most part, all can agree that assessments should be fit for purpose, that is, they accurately reflect the degree of student learning that has taken place; they should not be unduly burdensome in their volume or timing; and they should be as difficult to cheat as possible, ensuring that accuracy of assessment is maintained.

This section explores the current practice of assessment at the University, though it is limited to considering only those data which could be obtained on assessment from University-wide systems, or through the voluntary participation of those invited by the working group to share their data.

2.1 Policy

As the University is classified by the regulator as a self-accrediting higher education provider, the Academic Board (the Board) is delegated authority by the Senate to approve all degrees offered at the University. Faculty boards may propose to the Board new degrees or revisions to existing degrees, and govern the delivery of those degrees. Units of study within degrees are approved by faculty boards that are also responsible for maintaining the quality and integrity of these units and reporting to the Board.

This means that while faculties are responsible for developing degree resolutions and approving requirements for curricula, units of study and course components (i.e., streams, specialisations, programs, majors and minors), any such approvals are subject to final approval by the Board, usually on the basis of expert advice provided by its own standing and other University committees or boards of studies. The Board is also responsible for ensuring that all award courses are reviewed over a seven-year cycle. To manage these responsibilities, the Board currently uses a course management template for new degree proposals, for major amendments to existing degrees, or for the deletion of degrees, and has just approved a new course review template.

Under the Learning and Teaching Policy 2015, faculties are responsible for: the articulation of learning outcomes for degrees and curriculum components, including, as appropriate, for streams, programs, majors and units of study, among other things. The policy also outlines the responsibilities of faculties for ensuring the coherence of degrees and curriculum components above the level of the unit of study.

Heads of schools are required to assign unit of study coordinators who are responsible for each unit of study. Coordinators’ responsibilities include: developing and aligning learning outcomes; reviewing assessment tasks and standards in relation to policy; reviewing the academic integrity of each assessment task and the assessment framework for the unit; and reporting incidents of potential academic dishonesty or plagiarism in line with University policy. They must also administer surveys of the educational experience and provide reports to students and the faculty on the quality of the student experience and make recommendations about changes to learning outcomes, curriculum or assessment.

The University last reviewed its assessment policies in 2010, a process which resulted in the development of a new Assessment Policy 2011 and Assessment Procedures 2011. These were subsequently incorporated into the Coursework Policy 2014. Four principles for assessment and their associated requirements are articulated in policy, as set out in table 2.1.1 below.

---

1 Here and throughout, ‘faculty’ is used by convenience but refers to both faculties and university schools, which have much the same governance responsibilities in regards to coursework degrees.
Table 2.1.1: The University of Sydney assessment principles.

<table>
<thead>
<tr>
<th>Principle 1</th>
<th>Assessment practices must advance student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Assessment practices align with goals, context, learning activities and learning outcomes.</td>
</tr>
<tr>
<td>(2)</td>
<td>A variety of assessment tasks are used while ensuring that student and staff workloads are considered.</td>
</tr>
<tr>
<td>(3)</td>
<td>Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.</td>
</tr>
<tr>
<td>(4)</td>
<td>Constructive, timely and respectful feedback develops student skills of self and peer evaluation and guides the development of future student work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle 2</th>
<th>Assessment practices must be clearly communicated to students and staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Unit of study outlines are available in the first week of any offering of the unit and communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment.</td>
</tr>
<tr>
<td>(2)</td>
<td>Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.</td>
</tr>
<tr>
<td>(3)</td>
<td>Procedures exist to ensure that all staff involved in teaching of a unit share a common understanding of assessment practices.</td>
</tr>
<tr>
<td>(4)</td>
<td>The process of marking and of combining individual task marks is explicitly explained in the unit outline.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle 3</th>
<th>Assessment practices must be valid and fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Assessment tasks are authentic and appropriate to disciplinary and/or professional context.</td>
</tr>
<tr>
<td>(2)</td>
<td>Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria that students actively engage with.</td>
</tr>
<tr>
<td>(3)</td>
<td>Assessment will be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes.</td>
</tr>
<tr>
<td>(4)</td>
<td>Assessment practices address issues of equity and inclusiveness to accommodate and build upon the diversity of the student body so as not to disadvantage any student.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principle 4</th>
<th>Assessment practices must be continuously improved and updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.</td>
</tr>
<tr>
<td>(2)</td>
<td>Assessment is regularly updated to ensure alignment with program learning outcomes or graduate attributes.</td>
</tr>
<tr>
<td>(3)</td>
<td>Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.</td>
</tr>
</tbody>
</table>

A number of these principles are worth noting in the context of this report. Principle 3(2) committed the University to a single standards-based assessment regime in place of the previous policy which permitted either standards-based or norm-referenced assessment. The University benchmarks the disciplinary standards used to assess final year undergraduate students by participating in the Quality Verification System among the Group of Eight universities (Go8). In this system, reviewers from partner Go8 universities evaluate the standards expressed in learning outcomes and assessment tasks and comment on the standards of sample student responses. The disciplines to be benchmarked are rotated from year to year.

Principle 1(2) has been interpreted by some, notably the Sydney University Postgraduate Representative Association (SUPRA), as effectively proscribing, or at least sharply curtailing assessment tasks that constitute 100% of the final mark.

Principle 3(1) commits the University to ensuring that assessment tasks are authentic. In the context of assessment, the term ‘authentic’ is used to indicate that students have applied their knowledge to a ‘real world’ task, demonstrating their achievement of the learning outcomes. For example, medical
students might complete a clinical exam in which they measure a patient's blood pressure, or other vital signs, or a dentistry student might be asked to diagnose and repair a simulated diseased tooth. The decision as to what is 'authentic' must be made by those with knowledge of the field of study and its application, but the intention is usually to get away from over-reliance on forms of assessment such as multiple choice exams that are seen as having little relevance to tasks students might eventually perform when working in their chosen field.

2.2 Types of assessment

To understand the degree to which the above principles have influenced practices across the University, the working group attempted to determine the current assessment types used. At present, it is not easy to obtain University-wide data on assessment, or to understand how various terms may be used or interpreted in the data that is available – though this may change if there is widespread uptake of the curriculum mapping system discussed below.

This difficulty was also encountered by the Student Administrative Services (SAS) Special Consideration and Special Arrangements team in 2016 when they attempted to collect data on assessments within units of study from unit of study coordinators. On review of the data, the team found that there were so many assessment types used that cleaning this data and maintaining it would have significant resourcing implications.

A similar problem was encountered by the working group, who accessed the data from the 2016 University Handbook. The assessment field within this data is a ‘free text’ field, which would require a significant data cleaning and coding exercise to make sense of the different assessment descriptors used. Even with that complete, there is no way to properly understand whether what one coordinator terms a ‘test’ could be considered the same thing as what another might term an ‘exam’, or whether an ‘assignment’ and an ‘essay’ might be considered the same task for certain purposes short of a discussion with each unit of study coordinator.

In an effort to determine the most common types of assessment, a simple key word count was done across the assessment field, resulting in the data presented in figure 1 below. The most commonly used term in this field is ‘exam’, which occurs 2,754 times across approximately 9,000 entries. This is nearly double the number of mentions of the next most common type of assessment, ‘assignment’ which is in turn closely followed by ‘presentation’. This accords with the Special Consideration and Special Arrangement team’s report that the assessment types for which arrangement requests are most commonly requested are exams, assignments and participation assessments – the first, second and fifth ranked categories here (attachment 2).

Without a nuanced understanding of the sort of tasks that are described here as ‘exams,’ ‘assignments’ or ‘presentation’ it is not possible to disentangle whether these assessment types are achieving the University’s aims with regard to authentic assessment. For example, the term ‘exam’ could easily be applied both to types of assessment that might be seen as ‘authentic’ and those that may not be, such as a ‘clinical exam’ and ‘multiple choice exam.’ However, the predominance of the exam category might imply that ambitions regarding the mix of assessment types are yet to be fully realised. In general, the table does appear to suggest an over-reliance on examinations and written assignments, and a lesser reliance on projects and other forms of authentic assessment.

The apparent preponderance of just a few types of assessment can make it difficult for different types of learners to full engage with the curriculum. By ensuring that a variety of assessment tasks are used within a unit, and perhaps even offering students a choice of format for an assessment task, the numbers of students who may need adjustments can be reduced. These both are important principles of the ‘universal design for learning’ which attempts to ensure equity of assessment for diverse learning styles (attachment 3).
2.3 The amount of assessment

The Strategy notes that while there are ambitions to increase the types of certain kinds of assessment across the curriculum (notably authentic assessment and assessment used in project learning), there is also desire to reduce the overall volume of assessment, summative assessment in particular. The oft-reported perception of both students and staff is that the volume of assessment has increased over the years, with concomitant workload burdens on both parties. Student Support Services and the SRC casework service both submitted commentary to the working group indicating broad support for reducing assessment volume and improving the quality and timeliness of feedback (attachments 3 and 4).

To test the perception of an increased amount of assessment the working group sought data on the use of casual academic time as a proxy for total academic time. Casual academics must submit timesheets for remuneration purposes, and hours spent marking assignments are often coded separately to teaching and preparation time. These data are imperfect: coding is not always done rigorously, and some units use the ‘administration’ code in place of the ‘marking’ code, but they provide an indication of the amount of time the University’s staff have spent on marking in any given year and of trends over several years.

The data show that the number of hours claimed under the casual academic marking code, when looked at across the time series available, has increased at a higher rate than the increase in the number of students at the University across the same period (figure 2.3.1). There are a number of potential explanations for this increase, but one worth exploring in the context of this report is that it reflects an increase in assessment volume across this time.
Figure 2.3.1. Number of hours claimed by casual academic staff for marking divided by the numbers of coursework students enrolled at the University

One explanation for the apparent increase in assessment volume could be that the policy changes discussed in section 2.1 above, specifically principle 1(2), led to an increase in the volume of assessment, starting around 2010 when the changes occurred. This implies that the overall response to the policy requiring a mix of assessment styles was to add assessments to a unit, rather than to rethink the size or number of tasks holistically.

Too much assessment has been shown to have a negative impact on student learning. Hornby (2003) outlined a range of negative consequences of over-assessment that accord with the issues raised with the working group by both Student Support Services and the SRC. These are: slow feedback, little meaningful feedback, little formative feedback for students to learn from mistakes, repeated assessment of the same outcomes without rationale, lack of correlation between credit point weighting and student and staff workload, lack of alignment of assessment between units, and assessment ‘bunching’.

2.4 The timing of assessment

The timing of assessment is also often raised as an issue, with concerns that the independent approach to managing units of study leads to a convergence of assessment on specific weeks within each semester, increasing the pressure on students to complete multiple pieces of assessment concurrently. Reports to the working group by Student Support Services, the Office of Educational Integrity and the Students’ Representative Council casework service all commented on the impact of coincident timing as well as the volume of assessment. The Office also provided data from its incident reporting and case management system that provides some indication of the pattern of assessment across the 2016 academic year. This is combined in figure 2.4.1 with data for 2016 on special consideration and special arrangements applications provided by Student Administration Services and casual academic marking hours provided by Human Resources to map the timing of assessment at the University level.

The data reported here by Student Administration Services relates to the annual volume and timing of applications for special consideration and special arrangements (attachment 2). Students may seek special consideration or special arrangements where their personal circumstances prevent them from completing an assessment task or otherwise impact on their achievement within that task. Starting in 2016, the University centralised special consideration and special arrangements. During that year, approximately 16% of the University’s students sought these arrangements via the online system. The timing of these requests can be presumed to slightly precede the due dates of assessment tasks, as most arrangements must be in place ahead of deadline. The data show distinct peaks at the middle and end of semester (figure 2.4.1).

Student Support Services reports that peak periods for the University’s Counselling and Psychological Services and Disability Services units coincide with what they identify as ‘assessment log jams’ in weeks 7, 11, and 13 of semester. Qualitative feedback received by the unit has indicated that students believe they are under a high degree of pressure during these periods from multiple assignments that they perceive as non-integral to their learning. For students with disabilities, these ‘log jams’ of assignments can often exacerbate disability and impact on student performance. Significant delays in
returning feedback to students on assessment tasks, a likely impact of the same ‘log jam’ on staff, then make it difficult for students to use this feedback to improve later tasks (attachment 3).

The data from the Office of Educational Integrity reflects the number of cases reported into the workflow system, used for the first time in 2016 for case management at the faculty level (attachment 5). In contrast to the special consideration and special arrangements data, the peaks of reporting of integrity-related incidents can be expected to lag slightly behind the due date of assessment tasks as marking takes place, similarity-detection software reports are checked, and so forth.

The Office reports that full-time students are more likely to be reported for suspected plagiarism or academic dishonesty when compared with part-time students, and attributes this to the volume of assessment experienced by students with full-time loads, as well as the coincident timing of assessment. Qualitative feedback from educational integrity teams in faculties has also indicated that poor time management, stress, and anxiety are the most common reasons given by students for making the choices that result in their being reported for a potential breach of academic honesty. Further, the Office suggests that the higher rates of international students found to have engaged in plagiarism or academic dishonesty, when compared with domestic students, may be at least partially attributable to the requirement for international students to be engaged in full-time study.
Figure 2.4.1. Applications for special consideration and special arrangements; reports of suspected breaches of academic honesty; and volume of casual staff marking hours across the academic year (2016). As the scale across the data sets varies widely, the data has been represented as a percentage of the total load for the year.
While the data presented in figure 2.4.1 are proxies for the timing of assessment and appear to show clear peaks across the academic year, this pattern is less obvious at the degree level.

The working group reviewed the timing and volume of assessment in three sample degrees, the Bachelor of Science, Bachelor of Arts and a stream of the Bachelor of Engineering Honours to get a view of the assessment timing an individual student might experience. These are mapped across the weeks of semester with the weighting of the task used as an indicator of its potential size (figures 2.4.2, 2.4.3 and 2.4.4).

**Figure 2.4.2.** Assessment profile of the Bachelor of Arts (2017). Weeks of each semester are shown on the x-axis while the y axis represents the weighting of each assignment within the relevant unit of study.
Figure 2.4.3. Assessment profile of the Bachelor of Science (2017). Weeks of each semester are shown on the x-axis while the y axis represents the weighting of each assignment within the relevant unit of study.

Science I (Sem 1)

Science I (Sem 2)

Science II (Sem 1)

Science II (Sem 2)

Science III (Sem 1)

Science III (Sem 2)
Figure 2.4.4. Assessment profile of the Bachelor of Engineering Honours (2017). Weeks of each semester are shown on the x-axis while the y-axis represents the weighting of each assignment within the relevant unit of study.
The most striking thing about these graphs is the strong similarity in assessment regimes across all units and all semesters in the Bachelor of Science, while more variation is seen in the other degrees. In the Bachelor of Engineering Honours degree, early semesters involve units of study taken from other faculties, potentially leading to some of the diversity seen here. Such diversity could be expected to increase as students in the new curriculum, particularly those in liberal studies degrees, but also some specialist and professional degrees, access units and majors from other faculties through the new shared pool of majors and minors.

2.5 Student feedback

As part of the consultation process, the working group hosted a student roundtable attended by student members of the Academic Board. Notably, when presented with the sample degree assessment patterns shown above (figures 2.4.2 – 2.4.4), students expressed mixed views regarding the desirability of any one pattern of assessment. Students tended to defend the assessment pattern they were used to and were acutely aware of the context-dependent nature of assessment and its relationship to the particular field of study. Nonetheless, they were also highly critical of assessment tasks that they viewed as non-authentic and unrelated to the learning outcomes of the unit (attachment 6).

The University has had a long standing commitment to collecting feedback from students on their overall experience and uses a range of survey instruments to do so. For coursework students, these include: the Unit of Study Survey (USS); Student Experience Survey (SES); Course Experience Questionnaire (CEQ); International Student Barometer (ISB); and Student Barometer (SB). The outcomes of these surveys indicate that there are many aspects of the student experience that the University does well when benchmarked against the Go8 and the sector in general. Feedback students have provided on assessment has, however, been mixed and tends to be more critical than other aspects of the student experience (table 2.5.1).

Table 2.5.1. Students' perceptions of teacher approaches to assessment and feedback 2016. Note that the scale for all indicators reported below is 0 – 100 except the USS, which is a scale of 0 – 5. All data is reported in the 2016 Consolidated Summary of the Student Experience and Graduate Outcomes.

<table>
<thead>
<tr>
<th>Indicator-Scale Item</th>
<th>Sydney</th>
<th>Australia</th>
<th>Go8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SES-TQ: Teachers provided clear explanations on coursework and assessment</td>
<td>69</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>SES-TQ: Teachers set assessment tasks that challenge you to learn</td>
<td>75</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>USS-5: The assessment tasks challenged me to learn</td>
<td>4.12</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ISB/SB-Marking criteria</td>
<td>78/72</td>
<td>84/76</td>
<td>84/75</td>
</tr>
<tr>
<td>ISB/SB-Assessment</td>
<td>85/84</td>
<td>88/87</td>
<td>88/86</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SES-TQ: Teachers commented on your work in ways that help you learn</td>
<td>61</td>
<td>63</td>
<td>61</td>
</tr>
<tr>
<td>USS-6: I have been guided by helpful feedback on my learning</td>
<td>3.83</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CEQ-GTS: The staff put a lot of time into commenting on my work</td>
<td>57</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>CEQ-GTS: The teaching staff gave me helpful feedback on how I was going</td>
<td>65</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>ISB/SB-Performance feedback</td>
<td>78/72</td>
<td>83/77</td>
<td>84/76</td>
</tr>
</tbody>
</table>

The survey data aligns with the student feedback reported to the working group by Student Support Services, the SRC, the Sydney University Postgraduate Representative Association (SUPRA), and by the students who participated in the roundtable. Students in general see assessment as beneficial to their learning; however, they are critical of the clarity with which assessment tasks and marking criteria are communicated, and report relatively high levels of dissatisfaction with the helpfulness of the feedback they receive on their learning. In an Academic Board focus topic presented by student representatives in response to the survey data, the President of the SRC cited three assessment-related areas of student concern: volume and timing of assessment, feedback, and group work (Academic Board 10 October 2017).
Student perceptions of the time staff put in to providing feedback are also of concern. This may reflect pressure on staff time resulting from both the timing and volume of assessment, which might prevent staff from being able to provide feedback that students feel would assist with improving their performance.

### 2.6 Assessment rubrics

The Strategy commits the University to developing a common rubric-based approach for assessing the graduate qualities. To investigate the extent to which rubric-based approaches are already in use across the University, the working group reviewed a small sample of rubrics from each faculty.

The use of rubrics for assessment is not currently required by any policy or principle of the University. Nevertheless, many staff across the University are working with rubrics, though the style and practice of these vary. Many of the features identified in the literature as best-practice feature in some of the rubrics currently used, including: a clear indication of the evaluative criteria to be used; an explanation of what each potential level of achievement means in relation to each criterion; and an explicit link between the task and the learning outcomes of the unit so that students may understand their progress towards achieving those outcomes (Popham, 1997). The rubrics that are currently used across the University provide a promising foundation upon which a common, rubric-based approach for assessing the graduate qualities can be developed.
3. Future assessment

Moving from the current state of assessment practices at the University to one with clearer learning and assessment goals, better feedback, more authentic tasks and less drudgery as set out at the start of this report will require several steps, which are outlined in this section.

Firstly, understanding where and how the graduate qualities are embedded within the learning outcomes of the curriculum will ensure that every student has the opportunity to develop the qualities no matter which degree, or pathway within that degree, they choose. Creating assessment plans is the next step toward developing this understanding (section 3.1). Agreement within the University to a common suite of rubrics to provide a scale by which the graduate qualities thus embedded may be assessed, is then necessary before further developing the plan to the level of the assessment tasks themselves (section 3.2).

The elements of the new curriculum framework that emphasise experiential and collaborative learning, interdisciplinary experiences and work on authentic problems are a key part of both ensuring the development of the graduate qualities and providing students with opportunities to demonstrate their achievement. Section 3.3, below, discusses the ways in which project units within the majors could be used to achieve these aims within the liberal studies degrees and, by adaption of the process, in specialist and professional degrees as well.

Finally all of these steps – establishing clarity over how graduate qualities are given expression in learning outcomes; improving coherence and coordination of assessment within curriculum components; and developing common rubrics for assessing the graduate qualities – will provide the foundation to explore further innovation in assessment task design, feedback and authentic assessment. Such work should be supported by the Education portfolio by providing faculties with additional resources through the Curriculum Development Fund, and offering staff development programs in 2018, 2019 and beyond.

3.1 Planning assessment across the degree

An important aim of shifting the focus of assessment planning from the unit of study to the curriculum level is to allow staff and students to focus on tasks that support learning outcomes of their unit with assurance that other outcomes will be appropriately covered elsewhere. If staff and students have a clear sense of where an individual unit or task fits into the broader learning outcomes, they will be able to optimise the learning effectiveness of those tasks and avoid unnecessary duplication. Knowing that the curriculum is well-planned frees unit of study coordinators from the responsibility of, for example, attempting to address every graduate quality in every unit.

An assessment plan would allow ‘top down’ consideration of the structure of assessment throughout the student journey to develop their disciplinary expertise and other graduate qualities, whether that is at the level of the entire degree (such as in a tightly structured professional degree like the Bachelor of Pharmacy) or within a major in a liberal studies degree. This planning should make it possible to ensure that the balance of assessment tasks gives appropriate priority to the learning outcomes most valued by students, staff and employers. For example, a well-structured sequence of low or zero-weighted formative assessment tasks could be used within units of study, and paired with an appropriately situated final measurement of learning outcomes for the relevant curriculum component or degree.

Such an approach has the potential to reduce the overall burden of assessment on students and staff and allow more emphasis to be placed on providing students and staff with feedback. This would also create more space in the curriculum for integrated, deep, and complex learning. Similarly, appointing a coordinator to oversee the learning outcomes and assessment of curriculum components would allow unit of study coordinators to focus on the responsibilities outlined in the Learning and Teaching Policy 2015 and in section 2.1.

Good planning at the curriculum level also meets the needs of good governance that the University requires in order to assure the overall quality of learning. The Higher Education Standards Framework...
Threshold Standards 2015 require that the University be able to demonstrate that methods of assessment are consistent with stated learning outcomes and that these outcomes have been demonstrated by students, with grades reflecting students' level of attainment. The University assures this standard via the Academic Board and its course approval and review processes (section 2.1).

In addition to this, a number of the University's degrees, particularly specialist and professional degrees, are accredited by professional bodies. For students, accreditation is often an enforced minimum entry standard to many professions. While accrediting bodies are not usually higher education bodies themselves, the most common route to obtaining accreditation is via higher education. The accrediting bodies accredit degrees offered by higher education providers, providing an endorsement that someone who has completed that degree should be able to meet the standards for accreditation in that profession (PhillipsKPA, 2016).

The extent to which the accreditation requirements for a particular profession dictate the structure of an accredited degree can vary widely among accrediting bodies. A common requirement for accreditation is the demonstration, throughout the breadth and duration of the degree curriculum, of the places in which specific learning outcomes are achieved. This is usually achieved via a 'mapping' of the curriculum, where the embedding of the relevant knowledges and skills, usually at the level of the unit of study is noted, along with any assessment or demonstration of learning outcomes.

Those faculties which manage accreditation requirements for their degrees have thus often already managed a similar planning process to that described here. For others, this may be the first time such planning has been undertaken, and there are some challenges in the less-structured liberal studies degrees in understanding the various student pathways possible. The structured curriculum components of these degrees, such as streams, programs and majors, will therefore logically be the focus of planning.

Once the graduate qualities have been given expression through the learning outcomes of every degree and curriculum component, it should be feasible to produce an assessment plan for each degree or curriculum component of the University that expresses how the graduate qualities are achieved. This work would assure the Academic Board that every student is given the opportunity to develop the graduate qualities through all of the University’s degrees and will be able to be assessed on that development at the end of their degree. These plans should also be communicated to students, in order to describe how their degree will result in their achievement of the graduate qualities.

Production of assessment plans should be done as part of the course approval process and included in the course review process as it essentially ‘accredits’ degrees of the University as appropriately embedding the graduate qualities of a University of Sydney undergraduate degree. Updates to the Board’s course management template to reflect the new graduate qualities are overdue, with the template still reflective of the University’s old ‘generic attributes for graduates’ and using terms to describe the curriculum which are superseded by the new curriculum framework. The template currently asks faculties to describe the assessment procedures and the assurance of learning to be undertaken within any degree. A review of the course management template should be undertaken, with a view to inserting a requirement for assessment plans in place of the sections on assessment and assurance of learning.

The new curriculum mapping system will be integral to supporting such work, acting as a dynamic repository of information needed for assessment plans, and generating products such as unit of study outlines that communicate learning outcomes and assessment tasks to students. Configuration of the new mapping system is currently underway, with a small pilot group of degrees to trial the system in early 2018. By mid-2018, the system should be available on an opt-in basis to faculties. As part of readying for use of the system, those in the trial have already reported that work needs to be done to review the learning outcomes of the degrees, curriculum components and units of study. Beginning the work to produce the assessment plans, as outlined above, will dovetail with this work.

Essential requirements for an assessment plan would be that it details: the ways in which the learning outcomes are developed throughout the degree or curriculum component; the places in which the graduate qualities are assessed for the graduating student in order to come up with their final
statement of achievement; and considers the assessment of units of study in light of the agreed common scale of achievement of the relevant graduate qualities as expressed in the rubrics, interpreted through the lens of the field of study. These three requirements are outlined below.

Assessment plans must:
1. articulate the learning outcomes in terms that give expression to the graduate qualities for the degree and relevant curriculum components;
2. indicate where and how in the curriculum the learning outcomes and graduate qualities are developed and where they are assessed; and
3. describe in narrative terms how students’ achievement of the graduate qualities will be developed, the tasks typically used and how they will be assessed on completion of the degree.

3.2 A common assessment of the graduate qualities

The development of a common, rubric-based approach for assessing the graduate qualities is foreshadowed in the Strategy and builds upon existing assessment practices and policy. Consistent with the University’s existing commitment to standards-based assessment, the approach developed here is predicated on a standards-referenced model of assessment in which evaluations of student achievements of explicit learning outcomes are mapped against a developmental continuum (attachment 7).

Assessing students’ attainment provides important feedback on the effectiveness of our efforts to ensure students’ development of the graduate qualities. It also assists staff understanding of student learning and measures the effectiveness of teaching. For students, it provides them, and potentially their subsequent employers, with evidence of their achievement.

It will be important that, having reached agreement as to the University’s graduate qualities, a common scale of achievement is also used for these qualities across the University. A number of methods of assessment could potentially be used, including that of standardised testing. Internationally, this has sometimes been used as a means of systematically measuring student attainment of higher level generic learning outcomes. These have, however, generally been judged as burdensome, expensive, and difficult to sustain. If applied here, such an approach would run contrary to ambitions to generally reduce the volume of assessment experienced by students, and would not allow for interpretation of the graduate qualities to reflect the specific needs of a field of study. The benefits such testing would provide to learning is also unclear – which should be the key aim of any assessment. Finally, this approach could encourage a view of the graduate qualities as additional to, rather than integrated within, the components of the curriculum that develop a students’ depth of knowledge.

A rubric-based approach, on the other hand, has been demonstrated to improve students’ understanding of assessment objectives and, in turn, their academic performance (Jonsson, 2014; Menéndez-Varela and Gregori-Giralt, 2016; Reddy and Andrade, 2010). This has been attributed to the ways in which rubrics communicate learning intentions to students; and the clarity with which they describe success and demonstrate the various levels at which students might achieve (Hattie, 2009). Rubrics have also been linked to improved consistency and reliability in marking, and can be used as a mechanism for identifying potential improvements in instruction, the design of curricula, and the comparability of assessment across courses and teaching sessions (Crotwell et al., 2011; Halonen et al., 2003; Reddy and Andrade, 2010; Tractenberg et al., 2010). Finally, rubrics can provide feedback to staff on student learning in a calibrated format.

Rubrics are already being used elsewhere to support the assessment of broad program-level outcomes for undergraduates, such as is in the Valid Assessment of Learning in Undergraduate Education (VALUE) project of the Association of American Colleges and Universities and the National Academies of

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1 Examples include: the OECD’s Assessment of Higher Education Learning Outcomes (AHELO) Project, which appears to have foundered; the OECD Program for the International Assessment of Adult Competencies (PIAAC), which, through an international survey, measures cognitive and workplace skills necessary for societal participation and economic prosperity; and the Collegiate Learning Assessment (CLA) for measurement of broad skills such as critical thinking and problem solving (eg. Arun and Roksa 2011; 2014).
Sciences (AACU, 2017). An early finding of this work has been that, when measured by the rubrics, some of the outcomes presumed to have been part of these programs were found to require much greater development within the curriculum. This demonstrates the power of the rubric approach to assessment to support the work to embed, develop and scaffold the graduate qualities throughout the curriculum (section 3.1).

A common rubric is necessary to establish a baseline understanding of the learning intentions across the University for the graduate qualities and of the developmental stages for each quality. Nevertheless, it is possible, and perhaps desirable, that each of the University’s diverse fields of study consider the meaning of these qualities within the context of their field and the levels of attainment of the qualities that are necessary for success within their field. This interpretation of the common rubric may lead to the development of a rubric specific to the field of study, with statements as to the interpretation of the quality within that field and the desirable levels, or nature of attainment, within that field. Where such interpretive work is undertaken, this could form a useful basis for communication with both students and staff as to the learning outcomes, developmental stages and performance standards within the field of study. Reporting to students on their achievement of the qualities could then build on the common rubric to give specific feedback on their achievement within the context of their expertise.

On graduation, the University would then provide to students a final statement of their attainments of the graduate qualities in a form that would be meaningful to them in planning their future educational development and also meaningful to employers. It is not envisaged that the descriptions of attainment, developed as part of the agreed common rubric, will be expressed in terms of grade bands, such as those used on the NSW Higher School Certificate or the common result grades used at the University (i.e., Pass, Credit, etc.). Instead, descriptions of student attainment will make positive statements about what each student can do, rather than what they have achieved relative to their peers and the wider student cohort. Deciding at what point the evidence for the final statement on attainment for a graduating student should be assembled and assessed is a crucial step in the development of assessment plans (section 3.1).

To support both students and staff to assemble the evidence of development and attainment of the graduate qualities, a technological solution is being sought that will integrate with the Learning Management System and can be used to assemble a final statement of attainment.

### 3.3 Using project-based units to assess the graduate qualities

As outlined in table 1.1, project-based learning and authentic problems and assessment are integral to developing the qualities the University has agreed are necessary for graduates to make a productive contribution to contemporary society. The curriculum framework embeds such experiences in undergraduate degrees and is structured such that each major or broader field of study includes a final year project or practicum. For liberal studies degrees, this requirement is focused on the major, where a 3000-level project unit (or higher for 192 credit point combined, professional or specialist degrees) should be embedded. The purpose of this is to provide students with the opportunity to apply the knowledge they have gained throughout their study of the major area to an authentic problem.

Each University major must also have a unit in which students have the opportunity to demonstrate their disciplinary knowledge in an interdisciplinary setting. Recognising that ‘real world’ problems rarely accede to disciplinary boundaries, in designing majors many disciplines have chosen to combine the interdisciplinary experience with the project unit. Indeed, the Education Enterprise and Engagement team within the Education portfolio has been established to assist faculties both with brokering relationships with the external industry and community organisations that can provide authentic problems as the basis for these project units, and to assist with the organisation of multi-faculty teams of students.

The University has, of course, run projects and project units in a number of settings for many years. For example, project units involving inter-professional learning have been successfully piloted by health faculties, who have aspirations to increase such learning opportunities as consolidation of the new campus health precinct proceeds. The new curriculum framework expands students’ access to project units and other similar experiences and facilitates interdisciplinary learning. In moving to this model, the
University has been motivated by the considerable body of research which has established the high impact of projects on learning and the development of broader skills such as critical thinking and problem solving (Brownell and Swane 2010; Kuh et al., 2005; Pascarella and Terenzini, 2005; Thompson, 2014), but is also mindful of the well-documented problems with assessment in group work and project-based units, particularly as perceived by students.

Many staff who have successfully run project units across the University have expressed a preference for moving to pass/fail assessment at the unit level, albeit with significant formative feedback, often guided by rubrics, given to students within the unit. A critical driver of this preference is the perceived positive impact on student motivation, innovation and creativity, once the pressure of marked group work was removed. Arguably, this is an issue that could be addressed through better support for, and training for students in collaborative learning structures.

In most cases, where project units have been run across the University they have also been offered at a relatively local scale, within a single discipline, where competitive pressures are likely to be highest. They have also mostly been offered to high-achieving students via selective entry, and thus necessarily within an elective space within a degree. Offered at scale, and as a key part of students major, pass/fail assessment may provide an unsatisfactory degree of rigour with which to grade a student’s achievement of the major’s learning outcomes, but this is an issue that should be explored as trials of project units continue across the University. When asked, students often express a distaste for pass/fail assessment, feeling that their hard work would not be adequately reflected or rewarded in this mark.

During 2017 there have been several trials of the new model for project units which have tested: the model of partnership with industry and community organisations; the approach of having students work in multi-faculty teams and of having multiple teams work on the same problem; and tested an assessment approach built around the graduate qualities.

In 2018, the University will run several larger-scale trials. Some of these will be situated within faculties and trial a disciplinary project; some, an interdisciplinary project that draws on disciplines from within the one faculty; and some industry and community project units that will work with external partners in multi-faculty teams facilitated by the Education Enterprise and Engagement group. For this latter group of trial units a single common assessment regime will be tried that is built on that used in the smaller 2017 trials, and shaped both by the experiences from those trials and from other project units run successfully across the University (attachment 8). These larger scale trials will be occurring at the same time as the University progresses its work on the rubrics for the graduate qualities, including those that will be built at the disciplinary level.

The integrative nature of a project-based unit, particularly where the project requires group work across disciplinary boundaries on an authentic problem, provides students with opportunities to demonstrate not only their disciplinary expertise, but also the full range of graduate qualities. For this reason, once the common rubrics have been established, these could be used as the basis to create assessment tasks within project units that focus on the qualities. Specifically, assessment tasks need to be designed that allow students to demonstrate their achievement against the developmental standards given in the rubric. If this can be achieved, it may be possible to use the project units to provide the evidence of student attainment of the graduate qualities that can be used for the final assessment. Doing so would simplify the process of gathering evidence to provide the graduation statement to students on their achievement.

Challenges inherent in this approach are those associated with assessing the individual achievements of students in the context of group work. This may be particularly exacerbated where the group work is interdisciplinary in nature and the assessor may not be the disciplinary expert. These concerns were noted by the working group in their consultation with staff across the University. Student consultation also indicated concern regarding the current conduct of group-based assessment, particularly where the group project result formed the basis for assessment.

Nevertheless, as the trials of interdisciplinary industry and community project units proceed during 2018, the potential for the common suite of University rubrics to form the basis for the assessment in those units should be considered. This would include consideration of whether or not it would be
possible to use any specific field of study rubrics to assess students undertaking the project but whose
disciplinary knowledge was related to that field of study. The common rubrics could also be used to
review the design of assessment tasks for project units, to ensure the graduate qualities can be
demonstrated through that assessment structure.
4. Methods

The Assessment Working Group was established as a partnership between the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) to review the University’s current approach to assessment and undertake the work required to give effect to the assessment initiatives of the education strategy. The working group’s Terms of Reference and membership are shown in table 4.1.

**Table 4.1. Assessment Working Group Terms of Reference and membership.**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To develop and deliver the assessment initiatives in the University Strategy 2016-2020.</th>
</tr>
</thead>
</table>
| Terms of Reference | The Assessment Working Group will:  
1. develop a common approach for assessing graduate qualities.  
2. develop a common approach for development of aligned assessment plans at the level of course component to ensure effective placing of authentic assessment experiences and achievement of learning outcomes at the appropriate level.  
3. recommend optimal processes for effective assessment practice in collaborative and project-based learning.  
4. recommend policy and course management options for integrative assessment across units of study and disciplines and in interdisciplinary units embedded in majors, projects and the Sydney Research Seminars.  
5. recommend policy reforms in support of reducing summative assessment at unit of study level, making increased use of low or zero weighted formative assessment, and of learning analytics to provide feedback on learning to students and staff and on the learning process as a whole. |

| Co-chairs | Associate Professor Peter McCallum, Director, Education Strategy, DVC Education  
Associate Professor Judy Anderson, Faculty of Arts and Social Sciences, Academic Board |
|-----------|----------------------------------------------------------------------------------|
| Members | Professor Philippa Pattison, Deputy-Vice Chancellor (Education) (ex-officio)  
Associate Professor Anthony Masters, Chair, Academic Board (ex-officio)  
Mrs Helen Agus, Faculty of Science  
Professor Michael Anderson, Faculty of Arts and Social Sciences  
Associate Professor Corrine Caillaud, Faculty of Health Sciences  
Associate Professor Rae Cooper, University of Sydney Business School  
Associate Professor Jamie Glisher, University of Sydney Law School  
Professor Inam Haq, University of Sydney Medical School  
Dr Melissa Hardie, Faculty of Arts and Social Sciences  
Professor David Lowe, Faculty of Engineering and Information Technologies  
Associate Professor Stefan Meisiek, University of Sydney Business School  
Dr Ann Rogerson, Faculty of Arts and Social Sciences |
| Attendees | Professor James Tognolini, Educational Measurement and Assessment Hub  
Tristan Enright, Manager, Educational Integrity, DVC Education (secretariat)  
Dr Leah Schwartz, Program Manager, Education Strategy, DVC Education  
John Hardie, Coordinator, Professional Development for the Graduate Qualities, DVC Education |

The Assessment Working Group met 14 times between March and November 2017. Early and periodic feedback was sought in relation to key working and discussion papers from the University Executive Education Committee; the Academic Board and its Undergraduate Studies and Academic Standards and Policy Committees; the Degree Advisory Working Group; and the University Executive Heads of School Committee.

A dedicated Academic Board session on assessment was held on 13 August 2017 to discuss the development of a common rubric for assessing the graduate qualities. A town hall forum with the same focus was held for all staff on 14 August 2017. A discussion paper was also produced to support a series of dedicated faculty fora on assessment, held between July and September 2017 and made available to staff via the intranet. Finally, a student roundtable on assessment was held on 8 September 2017.
5. Conclusion

There is ample evidence of the conscientiousness, diligence and sustained effort applied by both staff and students to the important task of assessment across the University. To build on these efforts and achieve the vision outlined in the Strategy, the working group found that it will be necessary to adjust some aspects of current policy and governance arrangements, as well as to further support faculties to develop innovative approaches to assessment. The impact of these changes will be to benefit learning through greater clarity of curricular purpose, more pertinent feedback and improved efficiency. It is important that the recommendations in this report are implemented with a focus on freeing up time and resources for learning and research and with an emphasis on excellence rather than compliance. It is recognised that these recommendations are made at a time of transformational change within the University which is itself resource-intensive. However, the working group believes that effective implementation of these recommendations should increase the ease by which staff may create a learning community that is even more productive and rewarding.
6. References


Attachment 1 – The new undergraduate curriculum: a primer

The curriculum framework comprises core components which are essential for every student plus enrichment opportunities that are intended to be available but not required for every student. There are seven core components which vary in form and complexity and can be mapped to the graduate qualities, as outlined in table A1.1.

Table A1.1 The Sydney curriculum framework - core components to produce the graduate qualities.

<table>
<thead>
<tr>
<th>Core component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A major or specialisation in at least one field of study</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A structured approach to the development of knowledge and skills</td>
<td>Depth of disciplinary expertise, Broader skills, Cultural competence, Integrated identity</td>
</tr>
<tr>
<td>Collaborative and group-based learning activities and assessments</td>
<td>Broader skills, Cultural competence, Integrated identity, Influence</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional learning experiences</td>
<td>Broader skills, Interdisciplinary effectiveness, Influence</td>
</tr>
<tr>
<td>Authentic problems and assessments</td>
<td>Depth of disciplinary expertise, Broader skills, Interdisciplinary effectiveness, Integrated identity, Influence</td>
</tr>
<tr>
<td>An open learning environment for extension of knowledge and skills</td>
<td>Broader skills, Interdisciplinary effectiveness, Integrated identity, Influence</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>Depth of disciplinary expertise, Broader skills, Integrated identity, Influence</td>
</tr>
</tbody>
</table>

The core components are:

- **A major or specialisation in at least one field of study.** Disciplinary expertise requires a sustained and coherent program of study in the discipline or broader field. Such a structure is already well established in Sydney degrees, taking the form of a major, specialisation or professional field (for example, history, chemical engineering, or physiotherapy).

- **A structured approach to the development of knowledge and skills.** The curriculum will offer a coherent set of learning experiences. These structured experiences would typically begin in the first semester of the first year and culminate in a final year project that requires students to integrate knowledge and skills acquired over multiple units of study throughout their degree. In the intervening semesters, learning experiences would include opportunities for students to generate questions and analyse and address novel problems, building skills for the final year project. Ideally, the final project would allow the assessment of a number of course-level learning outcomes including broader skills. This would yield evidence often sought by prospective employers, increasingly required for professional accreditation, and now necessary to demonstrate attainment of Higher Education Standards.

- **Collaborative and group-based learning activities and assessments.** Collaborative learning activities and assessments provide vital opportunities for the development of skills to work with others. These activities take advantage of the diversity of the University student community and contribute to the development of cross-cultural understanding and effective inter-cultural communication. Carefully designed group-based learning activities and assessments build on smaller-scale, collaborative learning activities to ensure that students can fulfil the expectations of
others in team contexts, lead a designated part of a group project and, on occasion, lead the project itself and resolve difficulties that can arise in group contexts.

- **Interdisciplinary and inter-professional learning experiences.** Opportunities to engage in interdisciplinary and inter-professional learning build the capacity for interdisciplinary effectiveness and have the added benefit of further developing critical thinking skills.

- **Authentic problems and assessments.** Authentic problems are those that arise in external or research contexts, for example in organisational or broader commercial and community settings, and whose solutions are of genuine and potentially pressing interest. Authentic problems are important because they challenge students to integrate knowledge and skills in unfamiliar but realistic contexts and reflect circumstances that students are likely to encounter in the future. They are frequently multidisciplinary and novel in form and require that context be taken into account. They therefore require students to work through the uncertainties that these various forms of novelty present, encouraging more inventive, entrepreneurial and contextualised approaches to problem solving. If offered as a group-based activity – and where problems are multidisciplinary in form, this will often be most effective – authentic problems also draw on collaborative skills in order to develop novel approaches, further developing students' abilities to work across cultural, disciplinary or professional boundaries.

- **An open learning environment for extension of knowledge and skills.** The curriculum will provide students opportunities to build novel skill combinations and extend their knowledge by exploring other fields of study. This can be done by providing access to short, modular courses or resources that allow students to acquire, in flexible ways tailored to their specific learning needs, foundational concepts and methods of other disciplines, including basic skills in programming, data science, data analysis, research techniques, systems thinking, design thinking, team leadership, specialised communication skills, and project management, as well as understandings of cultural or broader contextual backgrounds.

- **Project-based learning.** Experiential learning activities have a demonstrably significant impact on course learning outcomes, particularly where they take the form of substantial projects. Projects provide challenge, novelty, and the opportunity to build and integrate knowledge and skills to solve authentic problems. Where group-based, they also build skills in collaboration and in working across cultural, disciplinary or professional boundaries.

**Common course components for liberal studies degrees**
Many of the University's specialist and professional degrees already use a structured approach to the development of knowledge and skills as students progress through their degree and build their specialisation. However, for liberal studies degrees such as the Bachelor of Arts, Bachelor of Science and Bachelor of Commerce, the breadth of choice available to students has historically made it more difficult both to build a structured program of study and to allow students to easily integrate fields of study offered by different faculties to their home degree.

To address this, common terminology and definitions for course components and common course rules in undergraduate liberal studies degrees were adopted by the University in 2015. The benefit of common course components and rules is predictable interchangeability of components among degrees in the liberal studies as well in the liberal studies components of some undergraduate double degrees, and hence a more coherent and navigable set of pathways through our degrees. These common structures are summarised in table A1.2. Common course rules, including for degree requirements, requisite structures, and honours, and common approaches for constructing degree combinations, such as double undergraduate and vertical degrees and the combination of degrees and diplomas have also been introduced.

**Table A1.2 Definitions of course components.**

<table>
<thead>
<tr>
<th>Stream</th>
<th>A bracketed version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature (e.g. Bachelor of Engineering (Hons)), shared course components and/or shared rules.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>A combination of units of study that develops expertise in a multi-disciplinary domain or a professional or specialist field and includes a recognised major in a field of study. A program comprises up to $4 \times 1000$-level + $4 \times 2000$-level + $6 \times 3000$-level + $8 \times 4000$-level units.</td>
</tr>
</tbody>
</table>
24+24+36+48 credit points) and includes: an embedded major; and at least 2 units in any core degree block.

**Major**
A sequence of units of study that develops depth of expertise in a field of study. A major comprises $2 \times 1000$-level $+ 2 \times 2000$-level $+ 4 \times 3000$-level units ($12+12+24 = 48$ credit points), and includes: 1 unit at 3000-level involves completion of a project requiring the integration and application of disciplinary knowledge and skills; and 1 unit at 3000-level requires the application of disciplinary skills and knowledge in an interdisciplinary context.

**Minor**
A sequence of units of study that develops coherent knowledge and skills in a field of study. A minor comprises $2 \times 1000$-level $+ 2 \times 2000$-level $+ 2 \times 3000$-level units ($12+12+12 = 36$ credit points).

**Degree core**
A set of units of study that develops required knowledge and skills for the degree. In degrees in the liberal arts and sciences, it comprises no more than 4 units of study at 1000-, 2000 or 3000-level ($\leq 24$ credit points).

There are several noteworthy features of these new proposed definitions. First, a minor sequence of study (two units of study at each of 1000-, 2000- and 3000-level) has been introduced. A minor may be embedded in one or more majors in the same disciplinary domain or in a broader domain, but is not required to be embedded in, and therefore extendible to, a major.

A major has been conceptualised as two units of study at each of 1000- and 2000-level and four units of study at 3000-level or two units of study at 1000-level and three units of study at each of 2000- and 3000-level. This is a shift in balance of the major to later year units for some of our degrees (including for the Bachelor of Arts and Bachelor of Commerce) and means that up to half of the required units for the major are taken at a more intensive and senior (3000-) level and largely with a cohort of students who have chosen the same major. This pattern of study should support the development of coherent and challenging curricula in each major.

The concepts of program and stream have been introduced to recognise multidisciplinary, professional or specialist course components that are larger than a major. In several cases, the concept of program is necessary because accreditation requirements cannot be met within a major as just defined (e.g., this is the case for accounting and psychology); in other cases, it is helpful as a means of identifying a multidisciplinary constellation of units that includes a major as just defined but has been constructed to cover a broader program of study for a specified purpose (e.g., a broad program in politics and related social science disciplines).

The concept of a stream within a degree allows us to recognise separate admission pathways for the degree as well as domains of study with distinctive core degree requirements (e.g., Media and Communications within the Bachelor of Arts). At the same time, it recognises that a number of streams belong to a family of degrees with shared nomenclature, shared course components and/or shared course rules.

Finally, the definitions allow that some majors may share units, particularly in the first and second years where careful design of foundational units can prepare students for several different majors. In the sciences, for example, foundational units in biology and chemistry may lead to a number of distinct majors.

The new curriculum thus now provides opportunities within both the liberal studies degrees and the professional and specialist degrees to consider students’ educational experiences in a more holistic way across the duration of the degree. One corollary of this is that it should be possible for the timing and volume of assessment tasks to be reviewed, and to consider the learning outcomes of each unit of study and course component in the context of the unifying graduate qualities.
Attachment 2 – Special consideration and special arrangements: 2016 statistics

Requests at a glance
Throughout 2016:
- 9,715 students (approximately 16%) used the Special Consideration and Special Arrangements (SCandSA) online system.
- These students submitted 24,468 applications relating to 36,604 individual assessment requests (or attendance) relating to 2994 units of study.
- As there were 5,450 units of study (with enrolled students), these requests related to 55% of the total units of study available.
- Of the 9,715 students who submitted a SCandSA application, 65.5% (6,363 students) submitted multiple requests (which could have related to the same or different unit of study).
- In addition, there were 6,363 students (65.5%) who submitted 2 or more applications.

Volume by assessment type
The greatest volume of requests by assessment type in descending order were:
1. Assignment (30.7%)
2. Final exam (22.1%)
3. Attendance (18.8%)

The following table provides an overview of volumes across all assessment types.

**Table A2.1. Volume of applications across all assessment types.**

<table>
<thead>
<tr>
<th>Assessment types</th>
<th>Total</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>11241</td>
<td>31%</td>
</tr>
<tr>
<td>Final exam</td>
<td>8070</td>
<td>22%</td>
</tr>
<tr>
<td>Attendance</td>
<td>6618</td>
<td>18%</td>
</tr>
<tr>
<td>Tutorial quiz or small test or small continuous assessment</td>
<td>3752</td>
<td>10%</td>
</tr>
<tr>
<td>In-semester exam</td>
<td>2932</td>
<td>8%</td>
</tr>
<tr>
<td>Presentation</td>
<td>1095</td>
<td>3%</td>
</tr>
<tr>
<td>Placement</td>
<td>1000</td>
<td>3%</td>
</tr>
<tr>
<td>Skills based evaluation</td>
<td>776</td>
<td>2%</td>
</tr>
<tr>
<td>Written assignment</td>
<td>368</td>
<td>1%</td>
</tr>
<tr>
<td>Optional assignment or test</td>
<td>310</td>
<td>1%</td>
</tr>
<tr>
<td>Creative assessments/demonstrations</td>
<td>192</td>
<td>1%</td>
</tr>
<tr>
<td>Honours thesis</td>
<td>159</td>
<td>0%</td>
</tr>
<tr>
<td>Dissertation</td>
<td>91</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>36604</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Most common forms of consideration
During 2016, the most common forms of consideration in descending order were:
1. Replacement exam (assessment type: exam)
2. Extension of time (assessment type: assignment)
3. Absence noted (assessment type: attendance)

The following table and figure provide the total number of each form of consideration granted and expressed as a percentage.

**Table A2.2. Number and proportion of each form of consideration granted.**

<table>
<thead>
<tr>
<th>Consideration description</th>
<th>Total</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement exam</td>
<td>7098</td>
<td>32%</td>
</tr>
<tr>
<td>Extension of time</td>
<td>6378</td>
<td>29%</td>
</tr>
<tr>
<td>Consideration</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Absence noted</td>
<td>2766</td>
<td>13%</td>
</tr>
<tr>
<td>Mark adjustment</td>
<td>1563</td>
<td>7%</td>
</tr>
<tr>
<td>New or varied assessment</td>
<td>1217</td>
<td>5%</td>
</tr>
<tr>
<td>No action required</td>
<td>850</td>
<td>4%</td>
</tr>
<tr>
<td>Alternative assessment</td>
<td>760</td>
<td>3%</td>
</tr>
<tr>
<td>New or varied placement</td>
<td>505</td>
<td>2%</td>
</tr>
<tr>
<td>New or varied presentation</td>
<td>347</td>
<td>2%</td>
</tr>
<tr>
<td>New or varied evaluation</td>
<td>304</td>
<td>1%</td>
</tr>
<tr>
<td>Replacement session</td>
<td>184</td>
<td>1%</td>
</tr>
<tr>
<td>Discontinue not to Count as failure (DC)</td>
<td>156</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td>22128</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Figure A2.1.** Number and proportion of each form of consideration granted.
Volume by faculty or University school

The following table and figure provide an overview of special consideration and special arrangement assessment requests by faculty or University school in descending order as compared to student load.

Table A2.3. Number and proportion of each form of consideration granted in descending order. Agriculture and Veterinary Science are included in SCIE.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Requests</th>
<th>Coursework enrolments</th>
<th>Requests per student (EFTSL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS</td>
<td>2025</td>
<td>1849</td>
<td>1.095</td>
</tr>
<tr>
<td>SCIE</td>
<td>7836</td>
<td>8402</td>
<td>0.933</td>
</tr>
<tr>
<td>MEDI</td>
<td>3173</td>
<td>3832</td>
<td>0.828</td>
</tr>
<tr>
<td>ARTS</td>
<td>8698</td>
<td>11219</td>
<td>0.775</td>
</tr>
<tr>
<td>PHAR</td>
<td>1009</td>
<td>1352</td>
<td>0.746</td>
</tr>
<tr>
<td>CONS</td>
<td>609</td>
<td>864</td>
<td>0.705</td>
</tr>
<tr>
<td>EDSW</td>
<td>1843</td>
<td>3156</td>
<td>0.584</td>
</tr>
<tr>
<td>SCVA</td>
<td>246</td>
<td>473</td>
<td>0.520</td>
</tr>
<tr>
<td>LAWS</td>
<td>1134</td>
<td>2489</td>
<td>0.456</td>
</tr>
<tr>
<td>ARCH</td>
<td>672</td>
<td>1614</td>
<td>0.416</td>
</tr>
<tr>
<td>BUSI</td>
<td>4776</td>
<td>11827</td>
<td>0.404</td>
</tr>
<tr>
<td>HSCI</td>
<td>1626</td>
<td>4094</td>
<td>0.397</td>
</tr>
<tr>
<td>ENGI</td>
<td>2811</td>
<td>7330</td>
<td>0.383</td>
</tr>
<tr>
<td>DENT</td>
<td>138</td>
<td>521</td>
<td>0.265</td>
</tr>
</tbody>
</table>

Figure A2.2. Special consideration and special arrangement requests per student (EFTSL).
Volume by academic week

The following figure provides an overview of the volume of special consideration and special arrangement applications throughout 2016 by academic week.

Figure A2.3. Volume of applications received during 2016 by academic week.
The following table provides an overview of the number of special consideration and special arrangement applications throughout 2016 by academic week.

**Table A2.4. Volume of applications received during 2016 by academic week.**

<table>
<thead>
<tr>
<th>Semester 1 and Winter</th>
<th>Semester 2 and Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
<td><strong>Count</strong></td>
</tr>
<tr>
<td>S1 Week 1</td>
<td>236</td>
</tr>
<tr>
<td>S1 Week 2</td>
<td>336</td>
</tr>
<tr>
<td>S1 Week 3</td>
<td>491</td>
</tr>
<tr>
<td>S1 Week 4</td>
<td>557</td>
</tr>
<tr>
<td>S1 MidSem</td>
<td>406</td>
</tr>
<tr>
<td>S1 Week 5</td>
<td>1056</td>
</tr>
<tr>
<td>S1 Week 6</td>
<td>1286</td>
</tr>
<tr>
<td>S1 Week 7</td>
<td>1356</td>
</tr>
<tr>
<td>S1 Week 8</td>
<td>1151</td>
</tr>
<tr>
<td>S1 Week 9</td>
<td>1180</td>
</tr>
<tr>
<td>S1 Week 10</td>
<td>1250</td>
</tr>
<tr>
<td>S1 Week 11</td>
<td>1317</td>
</tr>
<tr>
<td>S1 Week 12</td>
<td>1382</td>
</tr>
<tr>
<td>S1 Week 13</td>
<td>1315</td>
</tr>
<tr>
<td>S1 Week 14</td>
<td>1093</td>
</tr>
<tr>
<td>S1 Week 15</td>
<td>1382</td>
</tr>
<tr>
<td>S1 Week 16</td>
<td>1599</td>
</tr>
<tr>
<td>Winter 1</td>
<td>597</td>
</tr>
<tr>
<td>Winter 2</td>
<td>393</td>
</tr>
<tr>
<td>Winter 3</td>
<td>277</td>
</tr>
<tr>
<td>Winter 4</td>
<td>325</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grand total** 36604

**Standard versus non-standard decisions**

Prior to the commencement of each semester, faculties are able to specify variations to the default forms of consideration provided in the special consideration and special arrangements Decisions Matrix.

Faculties are able to specify:
- Skills based assessments that are non-repeatable due to specialised resource requirements;
- In-class assessments where mark adjustments are not allowed; and
- Units of study that have a return date (for submitted work) that varies from the standard 14 calendar days.
In 2016:
- 234 units of study with a skills based assessment were recorded as “non-repeatable”. For these units of study, approved students were offered an alternative evaluation rather than the standard decision of a new or varied evaluation.
- 1,344 units of study with an in-class assessment (tutorial quiz, small test, online task or small continuous assessment) have one or more assessments noted as “Mark Adjustment Not Allowed”. For these units of study, approved students were offered a new or varied assessment.
- 1,043 units of study had an allowable extension duration that was different to the standard 14 calendar days.

At the conclusion of 2016:
- 26,906 (73.5%) of special consideration and special arrangement requests were standard decisions and able to be made without referral to a unit of study coordinator.
- 9,698 requests (26.5%) were non-standard decisions and required referral to a unit of study coordinator. As there are no standard rules for attendance, these requests are referred to unit of study coordinators automatically (unless declined by SAS due to insufficient documentation). Out of the 9,698 requests that were referred to a unit of study coordinator for a non-standard decision 41% (3,986 requests) related to attendance.

Table A2.5. Standard and non-standard decisions taken in 2016.

<table>
<thead>
<tr>
<th>Assessment types</th>
<th>Standard (SAS)</th>
<th>Non-standard (UoS)</th>
<th>Total</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>8230</td>
<td>3011</td>
<td>11241</td>
<td>73%</td>
</tr>
<tr>
<td>Attendance</td>
<td>2646</td>
<td>3972</td>
<td>6618</td>
<td>40%</td>
</tr>
<tr>
<td>Creative assessments/demonstrations</td>
<td>159</td>
<td>33</td>
<td>192</td>
<td>83%</td>
</tr>
<tr>
<td>Dissertation</td>
<td>57</td>
<td>34</td>
<td>91</td>
<td>63%</td>
</tr>
<tr>
<td>Final exam</td>
<td>6802</td>
<td>1268</td>
<td>8070</td>
<td>84%</td>
</tr>
<tr>
<td>Honours thesis</td>
<td>103</td>
<td>56</td>
<td>159</td>
<td>65%</td>
</tr>
<tr>
<td>In-semester exam</td>
<td>2581</td>
<td>351</td>
<td>2932</td>
<td>88%</td>
</tr>
<tr>
<td>Optional assignment or test</td>
<td>284</td>
<td>26</td>
<td>310</td>
<td>92%</td>
</tr>
<tr>
<td>Placement</td>
<td>932</td>
<td>68</td>
<td>1000</td>
<td>93%</td>
</tr>
<tr>
<td>Presentation</td>
<td>936</td>
<td>159</td>
<td>1095</td>
<td>85%</td>
</tr>
<tr>
<td>Skills based evaluation</td>
<td>646</td>
<td>130</td>
<td>776</td>
<td>83%</td>
</tr>
<tr>
<td>Tutorial quiz, small test or small continuous assessment</td>
<td>3228</td>
<td>524</td>
<td>3752</td>
<td>86%</td>
</tr>
<tr>
<td>Written assignment</td>
<td>302</td>
<td>66</td>
<td>368</td>
<td>82%</td>
</tr>
<tr>
<td>Total</td>
<td>26906</td>
<td>9698</td>
<td>36604</td>
<td>74%</td>
</tr>
</tbody>
</table>
Attachment 3 – Report of Student Support Services

Jordi Austin, Director, Student Support Services
Dagmar Kminiak, Manager, Disability Support Services
DVC Registrar Portfolio

Recommendations
1. That the Assessment Working Group Committee notes that Student Support Services strongly supports the aims and initiatives proposed to review the Universities approach to assessment.
2. Student Support Services recommends broader discussion of universal design principles in assessment development.
3. Student Support Services supports development of a cross unit assessment plan that enables deep disciplinary learning, without overloading staff or student workload.
4. Student Support Services is available to provide additional feedback or discussion surrounding universal design or student development trajectory.

Background
Student Support Services strongly support the aims and initiatives proposed by the Assessment Working Group to review the University’s approach to assessment. There are many benefits to be gained from reforming the current assessment practices to reduce the aggregated impact of inadequately planned learning and assessment methodology. We support reforms that will decrease the burdensome load that assessments can place on students, as well as efforts to improve timeliness of feedback to students on their mastery of learning outcomes. We also support the development of assessment planning through disciplinary majors and minors to enhance the student development trajectory.

Patterns of utilisation rates at Counselling and Psychological Services and Disability Services indicates peaks in service demand coinciding with assessment log-jams (notably week 7, 11 and 13 of semester). This is further exacerbated by the complex and bureaucratic process involved in application for special consideration, and the often guillotine application of Fail grades, frequently in professional and clinical programs, that will cause a student to fall out of step with a suitable course progression. This is particularly acute for international students where loss of one or two semesters in sequencing of their studies is highly stressful and detrimental to their overall ability to complete their course. The impact of not meeting a single assessment milestone is disproportionately punitive in these circumstances.

Qualitative feedback from the Academic Honesty report (2016) indicates that students are under time pressure to complete multiple assessments which are often perceived as trivial “jumping through hoops” or at best ancillary to their learning. This increases time and workload pressure without enabling deeper or intrinsically rewarding learning to occur. Students reported that this also increases the temptation to take “short cuts” in producing work to satisfy the assessment task hurdle. From the student feedback, modifications to assessment methodology will simultaneously increase the students desire to comply with academic learning and integrity.

Consideration of students’ desire for to be treated like a member of the learning community should also be taken into account when planning reforms. Data from the Academic Integrity Survey conducted in 2016 supports this with one student commenting:

I think it’s important to help students feel that their work is valuable and contributes to the greater picture of academia, and that they are academics, from the moment they begin at university. This way they will come to see their work as not just a way to pass the course and leave, but as a valuable contribution to their field, and that their academic “peers” (even if they are far senior to them) are worthy of having their work respected, just as they themselves are. Combatting academic dishonesty has to start with changing the culture and mindset of students about academic work.

Student Support Services are currently working with Carers NSW to understand the pressures experienced by students who have dual responsibilities of being a both student and a carer and their need for workload flexibility so as to manage both roles. The Chair, Academic Board, is actively supporting this project to enable equitable access to learning opportunities.

Significant external personal and social responsibilities, flexibility in managing workload, carers responsibility, distance from site of learning, requirements to work to support study (no significant increase in Centrelink entitlements etc).
Application of Universal Design principles
Some of the reforms the working group seeks to implement could be addressed through implementation of universal design (UD) principles (see section below). The Disability Services team currently advocate for the use of universal design principles wherein the delivery of education and teaching practices are adjusted to be more inclusive. UD creates an environment where learning is enabled for specific cohorts which may also benefit other members of the university community. In relation to universal design for assessment, learning outcomes can be evaluated by a variety of assessment mechanisms that allow students to demonstrate their capability and content mastery. This method provides equivalence in learning via multiple means of demonstrating that learning.

Transitioning towards delivering education and assessment with universal design principles will require some upskilling of staff and additional resources in the establishment phase, but the benefits will be vast for student development, equitable opportunity to demonstrate mastery, and in providing students with increased control over how they manage their time.

Disability Services have provided the following commentary on how the current assessment approach impacts on students with disability.

Impact of the current assessment approach on students with disability
The current assessment regime frequently consists of summative assessments which are often high stakes. Specifically, these assessments cumulate to the end of the semester and prior to the formal exam period and as a result of this, some students may experience an exacerbation of their disability, further impacting on their performance in the formal exam period. This can also make the application of reasonable adjustments difficult, as extensions of time for written assessments often cannot be applied to all assessments towards the end of the semester, due to the impact on marking and feedback. This also places pressure on the faculty in terms of implementation of adjustments and accommodation of extraordinary requests for assessment. Units where there is an assessment structure consisting of two assessments which are both heavily weighted places significant pressure on students and can result in an exacerbation of their condition.

Assessment regimes where there is too much assessment with little real-time feedback on performance creates additional workload stress for students. We often find that if a student is struggling to understand core concepts from the beginning, and no feedback has been provided along the way, this increases the likelihood of the student failing the summative assessments.

Inclusive assessment
Inclusive assessment refers to the design and use of fair and effective assessment methods which enable all students to meet the required learning outcomes to their full potential. An inclusive assessment regime offers students different assessment opportunities to demonstrate content mastery. That is, students would be able to select an assessment format which is accessible to them and which does not require modification or the application of a reasonable adjustment from the faculty, for example pre-filming a presentation, poster submissions, viva voce instead of written work/exam.

Inclusive assessment uses the same assessment outcome targets for all students, however provides benefits in workload flexibility and learning management tools for students, reduces staff workload through removing the need for in semester bespoke adjustments for disability conditions.

Track and Connect – student feedback on volume and timing of assessment
Track and Connect is an early intervention retention and student success initiative developed by Student Support Services. It has been running in participating subjects across multiple faculties since a successful pilot in Semester Two 2012. The program has proven effective in helping first year students to access key services and support available to them, resulting in increased student retention and success, and contributing to a valuable feedback loop between students and faculties. It provides students with key information about support services and resources, while also providing detailed de-identified feedback for unit coordinators.

The Track and Connect callers frequently speak to students who indicate that they have difficulty managing their assessment workload. The key piece of feedback received about assessment across all subjects is that students really struggle when their assessment due dates fall at the same time in semester and their difficulty in keeping up with the volume. Timeliness of feedback is also highlighted...
by students as supporting their learning - in units of study which have assessments (even if they are small ones) early in the semester have a better sense of their progress; when students have not had any assessments by mid-semester we often hear that they are uncertain as to how they are progressing or what actions they need to take to remain engaged and on top of their studies.

Universal Design for Learning

Universal Design for Learning (UDL) provides a blueprint for creating and implementing flexible learning environments, goals, pedagogies, materials, and assessments that accommodate learner differences. (cast.org)

There are three primary principles that guide universal design for learning and provide the framework (see Wakefield, 2011).

Principle 1: Provide Multiple Means of Representation (the “what” of learning)

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., visual impairment); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also, learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.

Principle 2: Provide Multiple Means of Action and Expression (the “how” of learning)

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential. This is the principle that has greater relevance for the area of assessment, however all principles need to be in place to ensure universal design for learning.

Principle 3: Provide Multiple Means of Engagement (the “why” of learning)

Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in affect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

In the UDL framework, assessment is described as the process of gathering information about a learner’s performance using a variety of methods and materials in order to determine learners’ knowledge, skills, and motivation for the purpose of making informed educational decisions. Within the UDL framework, the goal is to improve the accuracy and timeliness.

Measurable Outcomes and Assessment Plan

Prior to planning the instructional experience, establish how learning is going to be measured. Considerations should include:

- previously established lesson goals and learner needs
- embedding checkpoints to ensure all learners are successfully meeting their desired outcomes
- providing learners multiple ways and options to authentically engage in the process, take action, and demonstrate understanding, and
- supporting higher-order skills and encouraging a deeper connection with the content (Lawrence, 2011).
Considerations when planning assessments using a Universal Design for Learning approach (Burgstahler, 2015; Moore, 2013)

- Regular feedback is provided during the course. This could be in the form of formative assessments, peer feedback, students submitting sections of large projects for feedback before the final project is due, and the chance for resubmission.
- Clear expectations around assessments and learning outcomes are set at the beginning of the course. This includes providing a rubric for assessment tasks with clear marking criteria.
- Ask students to identify their preferred learning style early on in the course to assist them to identify which assessment type would best demonstrate their knowledge.
- Provide choice in assessment type to all students, this may reduce the need for adjustments for some students. (see examples below of assessment types).
- Provision of sample or previous tests and study guides.

Examples of alternate assessment types

- Poster boards (that you can assemble, take a picture of and post)
- Video recording: video presentation, video portfolio, taped seminar report
- Audio recording
- Journals
- Peer critiques
- Design reports
- Viva with supporting portfolio
- Portfolios with supporting commentary
- Oral presentation of a research report
- Connect cards: student has compulsory readings and summarises content on a card and submits to academic

Matrix of assessment modes

<table>
<thead>
<tr>
<th>Analytical exercise</th>
<th>Examinations (unseen)</th>
<th>Placement or exchange reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefings</td>
<td>Exhibition and unseen displays</td>
<td>Portfolios and sketchbooks</td>
</tr>
<tr>
<td>Computer-based assessments and exercises</td>
<td>Extended investigations (e.g. statistical)</td>
<td>Practical reports</td>
</tr>
<tr>
<td>Continuous assessment</td>
<td>Field-work reports</td>
<td>Problem based learning</td>
</tr>
<tr>
<td>Coursework with discussion elements</td>
<td>Finding primary source material</td>
<td>Projects, independent or group</td>
</tr>
<tr>
<td>Critical diaries, learning logs and journals</td>
<td>Geological mapping</td>
<td>Sandwich year reports</td>
</tr>
<tr>
<td>Crits</td>
<td>“In class” and module tests</td>
<td>Simulation exercises</td>
</tr>
<tr>
<td>Data interpretation exercises</td>
<td>Internship diaries</td>
<td>Slide and picture tests</td>
</tr>
<tr>
<td>Design tasks</td>
<td>Laboratory examinations and practical tests</td>
<td>Student-led seminars, presentations and discussions</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Laboratory practical reports</td>
<td>Synoptic examinations</td>
</tr>
<tr>
<td>Documentation</td>
<td>Multiple choice testing</td>
<td>Treatment reports</td>
</tr>
<tr>
<td>Electronic presentations: CD, web pages, etc.</td>
<td>On-line assessment</td>
<td>Video formats</td>
</tr>
<tr>
<td>Essay assignments</td>
<td>Optical Mark Reader assessments</td>
<td>Viva voce examinations</td>
</tr>
<tr>
<td>Examinations (open book)</td>
<td>Oral examinations</td>
<td>Work books</td>
</tr>
<tr>
<td>Examinations (seen)</td>
<td>Peer and self-evaluation</td>
<td>Work experience report</td>
</tr>
<tr>
<td>Examinations (take away)</td>
<td>Personal research projects</td>
<td></td>
</tr>
</tbody>
</table>

Using a Universal Design for Learning Approach to Assessment
Currently students with disability are provided with reasonable adjustments to enable them to be on a level playing field with their peers. The process of obtaining reasonable adjustments can be time consuming and complex for students and staff alike (Fossey et al., 2017).
If a universal design for learning approach is utilised and there is flexibility built into the assessment methods and schedules, then there would be reduced need for reasonable adjustments for some students with disability. If fewer students had reasonable adjustments for assessment tasks this would reduce the workload for academic and administrative staff within faculties.

Waterfield and West (2006) theorised that universal design could accommodate individual differences between learners without the need for routine categorisation and negative labelling. Flexibility in assessment could therefore also remove the need for disclosure of their disability for some students and protect their privacy.

Best-practice suggests that flexible assessment options should be offered for students as part of the unit of study assessment structure.

References
Attachment 4 – Report of the Students’ Representative Council

SRC Casework Service

Introduction
The Students’ Representative Council (SRC) makes this submission for consideration as part of the review into the current assessment regime at the University of Sydney. The SRC appreciates consideration of the issues raised with this submission, and in recent consultation with the Assessment Working Group. We seek to highlight some of the issues students face under the current regime, and recommend the review team take into account the concerns raised by this submission.

When a student utilises the SRC’s Casework Service, it is quite common to see multiple issues stemming from the presenting issue. The impact that the current assessment regime has on students can manifest in various ways and also heavily influence the student’s options and decisions. We see a very real impact of the current timing of assessments on students’ ability to manage deadlines and make informed decisions appropriately. This can impact multiple areas of the student experience including but not limited to discontinue deadlines, future academic integrity issues, and eligibility for financial assistance (e.g., Centrelink, scholarships, etc.).

Timing and volume
With the bulk of assessment due after the deadline for a Discontinue Not Fail (DC) grade, students cite time management and stress as the reason(s) they unintentionally or deliberately plagiarised. The majority of our academic honesty cases begin around week 10 with investigations extending beyond the examination period. During this time we experience an increased demand on our services, impacting on our other areas of work.

The timing of assessments tends to be unevenly skewed towards the second half of the teaching period, and reduces the use or effectiveness of formative learning and assessment. If 25-30% of a unit of study’s weighting had to be submitted before week 7, this would allow students to have access to quality feedback earlier in a course and have a realistic sense of how they are performing in a unit, with scope to build on skills, seek academic support and improve across semester.

We believe the University can afford to be more flexible in determining the nature and timing of adjustments for students. We understand that academics reasonably require enough time after an assessment has been submitted to provide sufficient feedback and accurately apply the marking rubric, but we concerned that students submitting an assessment with an extended deadline may have an excessive delay in feedback. Academics must be afforded sufficient portions of time to allow for high quality marking, even with extensions of submission deadlines, to provide students with the educative value reasonable for an assessment.

Many unit coordinators are not aware of the existence of, or their discretion to allow, simple extensions of up to two working days under the current policy. The SRC strongly supports flexibility for unit of study coordinators to give extensions on assessments, while still maintaining academic integrity. The SRC has received feedback from students that the simple extension and special consideration system seems opaque and in many circumstances adds to their distress.

Formative assessment, timing and feedback, OLEs
Formative assessment is necessary and while it can take time for academics to have the ability to return work to students, this timing can have a significant impact on students. We have seen subjects where a 60% assessment was due the day after the return of the previous 40% assessment. This practice does not allow students to receive feedback on their work in order to improve their learning. The SRC supports increased feedback to students through assessment tasks that align with the learning and teaching outcomes. We also acknowledge that many lecturers and tutors may have competing time demands and have limited support to deliver constructive feedback, which can result in a decline in quality education and teaching.

One hundred percent exams continue to be problematic as there is no room for cumulative feedback and learning across the semester. The benefit of only having one assessment task is then outweighed by the lack of prior feedback on progress in the unit of study. The SRC recommends a decrease in summative assessment, and acknowledges the need for a defined measure for determining credit points and a proportional study load. Many students have reported that first year mathematics subjects are
weighted with 3 credit points, but require the same workload as a 6 credit point subject. The SRC recommends that a benchmark is developed to determine the appropriate workload for 1 credit point, and that this model is applied to existing units as well as units being introduced through the new curriculum’s OLE’s.

**Group work**

Group work urgently needs to be reviewed as an assessment method, and only used for assessment purposes when it is educationally defensible. Too often we see group work used where it is a part of historical suite of assessment styles, or a time efficient measure, rather than holding genuine educative value. Group work is often treated as an assignment divided into small individual assignments, where there is no difference to providing students individual assessments. Clear and realistic objectives need to be developed, together with an understanding that group work needs to be used in a constructive way. We recommend that where group work is to be used for assessment, a template rubric developed to guide effective group work is utilised, unit of study coordinators present a demonstrated need, and the faculty grants approval.

The increased reliance and overuse of group work has also led to widespread stigmatising of certain demographics within the student population. Cultural differences, age gaps, language barriers, and real or perceived (dis)ability can lead to stress and tension amongst student groups, rather than fostering a sense of shared learning. While the intent of group work is often to learn collaborative skills and to work with others, the reality is this outcome is seldom achieved. The SRC has seen many group work assessments lead to bullying, harassment, and students leaving or failing the subject. The effectiveness of group work is further compromised by issues including distribution of work, limited or no class time dedicated to allowing groups to work together, group members with unavoidable commitments, e.g., employment, or caring for dependents, that make prioritising workload challenging. This can lead to academic honesty issues and lacks a truly collaborative approach.

**Administration processes and considerations**

As most disciplines schedule the bulk of assessment deadlines after the DC deadline, students may not have enough indicators to make an informed decision prior to the census date, to avoid academic and financial penalty, or the deadlines to discontinue without academic penalty. As with other special consideration processes, time spent seeking advice and gathering further documentation can have a compounding effect on subsequent deadlines throughout the semester. Many students may struggle to cope with their workload, but may feel the need to remain enrolled full time for the purposes of Centrelink payments; transport concessions; eligibility for student specific accommodation; and scholarships.

Key dates should be included in all unit of study outlines so students are aware of their options and can make informed decisions around managing their workload. A significant portion of the student population are not aware that Discontinue Fail (DF) and Discontinue not to Count as failure (DC) grades even exist. The fact that this information is difficult to access on the university website, and students are often not aware before issues reach crisis point, inhibits students from being proactive in managing study loads. Instead, problems often accumulate then exacerbate and these difficulties manifest in the form of academic integrity issues, fails and absent fails, damage to mental health, and in some cases attrition.

**International students managing study load**

We see a reluctance within some faculties to reduce international students’ study load to part time (below 18 credit points), even where ‘at risk’, or documented medical or compassionate circumstances exist, in compliance with the ESOS Act. This makes it more difficult for international students to manage their studies effectively.

**University’s approach to assessment**

An effective assessment regime will add to the quality of the degree, reinforce the integrity of the students’ candidature, and increase the value of the institution in the marketplace.
Attachment 5 – Report of the Office of Educational Integrity
Tristan Enright, Manager, Educational Integrity
DVC Education Portfolio

Background
A number of new or enhanced initiatives were introduced by the University of Sydney in 2016 to assure the integrity of its educational courses. These initiatives have served to enhance the University’s efforts to promote a strong culture of educational integrity, educate students to high ethical standards, and prevent, detect and report potential breaches of academic honesty.

In 2016, a total of 3,330 incidents involving 2,929 individual students were reported across the University for investigation to faculty Educational Integrity Coordinators and nominated academics. This represented a 220% increase on the average 1,500 incidents reported annually in each of the 6 preceding years. While this is a consequence of the increased use of similarity detection software, it is also a direct result of the more reliable, transparent and consistent reporting procedures made possible by the introduction of an online, University-wide reporting system. This system has enabled the University to capture detailed incident and demographic data to identify patterns in breaches of academic integrity more rapidly, accurately and extensively than was possible in the past.

Timing and volume of assessment
Figure A5.1 on the following page demonstrates overall patterns in incident reporting in 2016. As is evident, there was an initial spike in reporting in the middle third of semester 1, which was then eclipsed by the larger spike in reporting at or after the end of the teaching session. This overall pattern holds for semester 2, although a significantly higher number of incidents were reported in semester 1 following the final day of the session on 25 June 2016 than were reported at or after the end of semester 2.

The time series data presented in figure A5.1 also provides some indication of the timing and volume of assessment across the University in each semester insofar as it relates to peaks and troughs in reporting. As is indicated for each semester, the rate of incident reporting appears to rise around Week 9 of each semester (see 7 May for semester 1 and 1 October for semester 2). The rate of reporting continues to rise for a number of weeks, before dropping off slightly ahead of, and then increase again during, the formal examination period. As there were often problems with the timeliness of incident reporting in 2016 – with reporting typically following assessment deadlines by some 2 to 3 weeks – this indicates that the volume of assessment across the University appears to increase at about Week 6 or 7 in each semester and remains at a relatively high level until the end of the formal examination period.

Impact of the timing and volume of assessment on students
The 2,929 students reported for suspected plagiarism or academic dishonesty in 2016 represented approximately 5% of the University’s total coursework cohort. However, a much smaller proportion (~1.39%) were found to have engaged in either academic dishonesty or misconduct. Even so, there were a number of trends identified through the reporting data in 2016 that are relevant to the strategic review of assessment currently being undertaken by the Assessment Working Group.
Figure A5.1. Educational integrity incidents reported by week in 2016.
**Students studying full time are more at risk**

The reported incidents of suspected plagiarism or academic dishonesty overwhelmingly involved students undertaking full-time study. This trend continued through semester 2, such that 90% of all incidents reported involved students studying full-time.

One reason for this could be related to the volume of work students studying full-time complete relative to students enrolled part-time, which means the chances of being reported for suspected plagiarism or academic dishonesty are substantially higher. However, as demonstrated in the time series data presented in figure A6.1, the noticeable concentration of the incidents reported in each semester is more likely than not to be a result of a concentration of assessment deadlines across a high number of units.

This apparent concentration of assessment is corroborated by feedback the Office has received from faculty educational integrity teams. Many of the students they met with reported having difficulty managing their regular and assessment-related workloads, and expressed feelings of stress and anxiety as a result. The issues and experiences described by students shed some light on what may lead some to making regrettable choices or submitting work of a poorer standard than they may otherwise be able to produce. There is therefore a compelling case to be made for investigating ways to better manage the timing and volume of assessment at the unit of study, major and degree level.

**International students are most at risk**

Overall, international students were more likely than their domestic counterparts to be reported for suspected plagiarism or academic dishonesty, although this varied slightly among faculties. This trend also appears to have continued across the University throughout the second half of 2016, with the incidents involving international students constituting 54.1% of all reported incidents as compared to an overall enrolment ratio of 31.8%.

While international students were more likely to be reported overall, the relevant incidents overwhelmingly involved students in their first or second year of candidature (71% and 21%), which is somewhat higher than the relevant University-wide averages (61% and 23%). International students were also more likely to be enrolled full time than part time (94% and 6%), which is to be expected given that they are required to be engaged in a full course load under the *Education Services for Overseas Students Act 2000*. This means that the timing and volume of assessment may have contributed to the higher rate at which international students were reported.

In total, 327 domestic and 221 international students were found to have engaged in plagiarism, representing 0.08% of all domestic and 1.21% of all international coursework students, respectively. A further 288 domestic and 466 international students were also found to have engaged in academic dishonesty, representing 0.07% of all domestic and 2.56% of all international coursework students, respectively. Here, though, it is also worth noting that inappropriate cooperation and the reuse of work previously submitted for assessment are included in the University’s definition of academic dishonesty. While this is in itself concerning, it may also indicate that a culture of peer (albeit illegitimate) cooperation has developed within international cohorts as a strategic response to the challenges posed by studying in a foreign country as second language students.

In sum, the higher rate at which international students were reported indicates that more can be done to support them in their transition to the University and a foreign educational culture. Given that international students now constitute approximately a quarter to a third of the student population, there is also an argument to be made for modifying the current approach to assessment adopted across the University to ensure that international students are given adequate time and opportunities to become accustomed to (or more adequately included within) a new educational environment.
Executive summary
A total of 14 assessment-focussed fora were held across the University between June and September 2017, concluding with a roundtable discussion of assessment with student representatives to the Academic Board on Friday 8 September 2017. While the students present expressed broad support for the assessment-related initiatives of the University Strategy, they raised concerns about the intention to provide a statement of achievement on academic transcripts and whether assessment of the graduate qualities will add to the current volume of assessment. They also provided feedback on current approaches to assessment and the related issues. An overview of key issues and concerns expressed by the students is presented below for the working group’s reference.

Assessing the graduate qualities
The students present were supportive of the University’s intention to begin systematically assessing the graduate qualities as a means of enhancing teaching, learning and assessment across the institution. They were also supportive of the notion of being provided with a statement at graduation indicating their level of attainment of each of the graduate qualities. Despite broad support for these initiatives, a number of questions were raised about the proposed approach. These are summarised as follows.

1. Clarification was sought regarding whether the statement provided at graduation would reflect students’ achievement of the graduate qualities in each assessment and unit of study, or whether the statement would reflect an overall level of achievement. It was emphasised that the intention was to provide students with a description of their overall achievement, but that this description would be based on the highest level of achievement attained by each student.

2. Clarification was sought about who would be developing the descriptions to appear on the statement of achievement. Those present were provided with an overview of the work currently being undertaken to develop a suite of University-level rubrics that will define each of the graduate qualities in broad terms and describe different standards or levels of achievement along a continuum (or scale) of development. As achievement of the graduate qualities will necessarily be dependent on the context of the different fields of study in which students are engaged, these rubrics will be translated or interpreted within each field of study. While the University-level descriptions provide the necessary framework for this, the descriptions of the different levels of achievement for each of the graduate qualities will thus be written or developed by those with expertise in the relevant field or fields of study. It was also noted that these descriptions would not be presented in a manner similar to the bands used to report on achievement in the Higher School Certificate or in terms of the grades commonly used across the University (e.g., Pass, Credit, etc.). Instead, the descriptions will be positive statements about what each student can do individually.

3. Some concern was expressed about the manner in which the statement on the graduate qualities will be provided to students. In particular, concern was expressed about the statement being included on the transcript, with more support being expressed for the provision of a separate statement. Concern was also expressed about whether a generic statement on the standard attained by each graduate quality could adequately capture a student’s achievements, and whether it would be better for any such statement to be written by a trusted member of the academic staff. While the latter approach is not precluded by a provision of a statement on the graduate qualities, it was noted that such an approach is not scalable and would place potentially onerous demands on individual members of staff. It was emphasised that a statement on attainment will likely convey more about what students can do than the current practice of limiting statements of achievement solely through numerical marks and grades, although the statement is envisaged as complimentary to the latter. Despite this, there was still some apprehension about the nature of the statement of achievement, with an opt-in approach or student review of the statement prior to its finalisation being suggested.

4. Beyond reporting students’ achievement of the graduate qualities, a number of questions were asked about how the assessment of the graduate qualities would be undertaken in relation to current assessment in units of study. Questions were asked about whether assessment of the graduate qualities would replace existing unit of study assessment or whether it would be appropriate for assessment of the graduate qualities (and the related learning experiences) to be conducted as separate from units of study. It was emphasised that the graduate qualities should not be seen as separate from the learning outcomes expressed for units and fields of study, but
rather as integral to these. It was also emphasised that much unit of study assessment already includes assessment of the graduate qualities, even if only implicitly, so assessment of the graduate qualities does not necessarily represent a radical departure from existing assessment practices. However, some of the graduate qualities are relatively new (e.g., interdisciplinary effectiveness or influence), so academic staff across the University will need to give careful consideration to how the full suite of qualities can be meaningfully developed and assessed within each field of study. It was noted that this will likely be done within units of study, although there is some latitude to share development and assessment of the graduate qualities across units of study at the level of the relevant major, program or stream.

5. There was also some concern expressed about the potential for individual bias to affect assessment of any student’s achievement of the graduate qualities, particularly in the context of one-to-one teaching. This is an issue that will be given further consideration, although it was emphasised that the final statement on the graduate qualities will be developed on the basis of a composite picture of each student’s level of attainment, although the highest level of attainment will be that which is reported. As students will complete multiple units of study taught by multiple academic staff to complete their degrees, there is already an in-built mechanism for moderating any potential bias on the part of one member of staff incorporated within the proposed model.

General views on assessment
Broadly speaking, the students present did not express general dissatisfaction with current approaches to assessment, although there was a diversity of views expressed about what works in different contexts. The students present also recognised that there is unlikely to be an ideal future state or assessment profile that would apply to all students given the diversity of fields of study in which they are engaged. They demonstrated a particularly acute understanding of the context-dependent nature of assessment, which is necessarily related to the specific field of study. However, they also emphasised the importance of all assessment tasks being meaningful, or authentic, to the context and the learning outcomes being sought. Where any assessment appears as unrelated to the learning outcomes and context, and instead appears to be designed to meet other, potentially arbitrary criteria (e.g., word count equivalence), assessment was generally seen as contrary to the aims of a University education.

Specific issues with the way in which assessment is currently conducted are summarised below.

1. Mixed views were expressed the use of small continuous assessment, usually in the form of weekly tasks or quizzes of low value in the overall weighting of unit of study assessment. For those in the science-related disciplines, small continuous assessment was viewed as beneficial if it enables students to test their understanding of the material covered and to prepare for final exams of a substantially higher weighting. While other students indicated that small continuous assessment can be beneficial, they emphasised that the weight of such tasks was less important than the feedback they are intended to provide and their meaningfulness in relation to assisting students meet the specified learning outcomes. Where the relationship between small continuous assessment and the learning outcomes of units of study was not apparent or clear, there was little enthusiasm for this style of assessment. Some concern was also expressed regarding assumptions about the volume of work associated with low weighted assessment. Some students indicated that the low weighting does not always reflect the work required or the specific learning context in which the task has been set, particularly where students are required to engage with relevant bodies of literature and attend multiple lectures, tutorials and practical classes.

2. Mixed views were expressed about what was seen as an appropriate weight associated with individual items of assessment. There was some support expressed for summative assessment accorded high to very high weighting, usually final examinations, provided that this was appropriately and directly supported by continuous formative assessment. However, there was less support expressed for assessment tasks of high to very high weighting by students studying in non-scientific disciplines. Here, the suggestion was made that the maximum weight for any item of assessment should be capped at around 50% as anything higher potentially represents a significant barrier to progress should anything go wrong or any student not perform at their best level at the time. Higher weighted assessments were also linked to increasing use of special consideration, and were identified as problematic for students living with disability, many of whom do not report their circumstances, or seek assistance from, the University’s Disability Services.

3. There was some support for the idea of enabling students to engage with assessment requirements in a more flexible manner, such as moving away from an emphasis on strict deadlines to a
general period through which students would be encouraged to complete a specific task. However, it was noted that a more structured approach to assessment is beneficial in the first year of candidature in terms of facilitating students’ transition toward more independent modes of study and learning. It was also noted that a more flexible structure could be useful or beneficial in later years of candidature. Students were also asked about whether being able to negotiate the nature of the specific kinds of assessment they could undertake, or the weighting applied to assessment tasks, in units of study would be of interest or value, although there were no strong views expressed for or against this notion.

4. The current conduct of group-based assessment was also raised as an issue. An example of the effective facilitation and assessment of group work was described in relation to this. In this example, students were given time in class to work together on the project, with the product of the group work being afforded a lower weighting than items of assessment that individual students were required to complete, even where these were related to the group work. Support was expressed by other students for this approach. In particular, it was noted that the assumption that students are able, or should be required, to effectively coordinate their schedules outside of teaching contact hours was misplaced and often led to students delegating components of the overall piece of work and combining these immediately ahead of submission without time for adequate discussion and integration.
Attachment 7 – Theoretical foundations of a common approach to assessment

Prof Jim Tognolini, Director, Educational Measurement and Assessment Hub
Sydney School of Education and Social Work, Faculty of Arts and Social Sciences

Introduction
The purpose of this paper is to outline some steps that should be taken to maximise the chances of producing comparable assessments across the University as it moves towards:

1. developing a University-wide approach (e.g. via shared rubrics) for assessment of graduate qualities to be used by staff and students with a focus on capstone and project units
2. developing aligned assessment plans at the level of course component to ensure effective placing of authentic assessment experiences, educational integrity and achievement of learning outcomes at the appropriate level
3. considering policy and course management options for integrative assessment across units of study and disciplines and in interdisciplinary units embedded in majors, projects and the Sydney Research Seminars
4. recommending optimal processes for effective assessment practice in collaborative and project learning settings, and
5. reviewing policy for streamlining and reducing summative assessment at the unit of study level, making increased use of low credit value and optional no-value formative assessment, and of learning analytics to provide feedback on learning to students and staff and on the learning process as a whole.

In introducing the reforms outlined above into an organisation as diverse as the University it is imperative that there be an overarching assessment theory that enables the various stakeholders (faculties and schools) to build their own assessments and measures while retaining the capacity to report against university wide standards.

Consequently, the first stage in the process involves articulating a theory of assessment predicating upon giving marks more common meaning by referencing them to standards and on a measurement model that will underpin the development of rubrics, interdisciplinary project assessment, the construction of “developmental curricula”, etc.

The basic elements of standards-referenced systems

A standards-referenced system is a model for giving meaning to achievement by referencing it to student learning or standards. This effectively shifts the focus in assessment from notions of rank ordering students (comparing their performance to each other) to those of monitoring growth or progress and measurement along a developmental continuum (Bennett, Tognolini and Pickering, 2012; Davidson and Tognolini, 2013; Tognolini and Stanley, 2007). It requires the articulation of what is meant by growth in a subject or construct. Rather than just a mark in an examination the system provides students with a description of the types of knowledge and skills that they have acquired in a subject at the end of a course.

When talking about assessment it is important to have a common understanding of some of the key terms: assessment, testing, evaluation and measurement. Inside and outside of education circles these terms are often used in overlapping and inconsistent ways (Tognolini and Stanley, 2007).

Assessment involves professional judgment about student performance with respect to a continuum of development and is based upon the image formed of the student by the collection of evidence.

Assessment is an inclusive term, which refers to all those processes used to collect information and make judgments about student achievement (Davidson and Tognolini, 2013; Tognolini and Stanley, 2007). Within each knowledge domain, teaching experience and subject expertise helps develop the image of achievement embodied in the standard. Testing is just one way of collecting information about students. As a formal process, it is a structured form of assessment collected according to specified procedures (question types, answer formats, etc.).

Evaluation is when performance data is summarised by assigning a grade, comment or a mark and a judgement is made regarding the value of the image (it is good or bad; it is worth an A; it is a high
distinction; etc.). Finally, measurement is the process of assigning a number to the performance to represent position with respect to the developmental continuum underlying the performance and indicates how much of the property (construct) being assessed is present (Davidson and Tognolini, 2013).

Standards-referenced systems generally comprise a curriculum (syllabus or framework) that describes through its statement of aims, objectives, learning outcomes and content, what is developed and to be understood in an area of learning (Bennett, Tognolini and Pickering, 2012). Teaching and learning is based on the curriculum. The most important sources of information for the design of assessments and judging attainment of curriculum standards are the learning outcomes and content.

Performance (achievement) standards are explicit statements of student performance that describe the levels of achievement along the developmental path within the learning area (Bennett, Tognolini and Pickering, 2012). The outcomes are developed to enable the students to achieve the performance standards and as such, show growth in relation to the construct being assessed. The performance of students as reflected through the assessment tasks (both formative and summative) is then referenced to these standards.

In the case of the University of Sydney, the graduate qualities (outcomes):
1. describe what characterises learning within the University and the generic curriculum offerings, and must be developed with these outcomes in mind, and
2. should be organised in a way that enables student achievement relative to the graduate qualities to be taught and measured.

When constructing assessment tasks, the marking rubrics (and options in the case of multiple choice items) should reflect the theory. In a standards-referenced system, tasks (items or questions) should be set in a way that provides evidence of where the students are located along the developmental continuum. If this is done then every response can be interpreted in terms of location (and hence ability, knowledge and skills) and should give an indication of what needs to be done to improve learning.

Some basic task development requirements would include making sure that:
- the items and tasks (e.g. tests, assignments, practical work, and projects) are aligned to the content standards (outcomes) articulated in the syllabus
- the items, and tasks that are developed enable students at different stages in their learning to demonstrate what they know and can do, and
- a range of different tasks is used to generate a reliable and valid estimate of the student’s location along the developmental continuum.

The contemporary interest in reporting against educational ‘benchmarks’ is based on standards referencing. Standards are defined in terms of more global descriptions of achievement and provide valuable information about the relative progress of student performance with respect to knowledge and skill development.

The developmental continuum
A developmental continuum attempts to capture in words what it means to make progress or to improve in an area of learning or domain of knowledge. The further to the right along a developmental continuum, the more knowledge and higher order levels of cognition and affectivity related to the construct are present (Bloom and Krathwohl, 1956).

Figure A7.1 below gives a schematic representation of a developmental continuum, where GQ1 to GQ6 represent the University of Sydney graduate qualities:

<table>
<thead>
<tr>
<th>GQ1</th>
<th>Depth of disciplinary expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broader skills</td>
<td></td>
</tr>
<tr>
<td>(a) Critical thinking and problem solving</td>
<td></td>
</tr>
<tr>
<td>(b) Communication (oral and written)</td>
<td></td>
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<tr>
<td>(c) Information/digital literacy</td>
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</tr>
<tr>
<td>(d) Inventiveness</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GQ2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broader skills</td>
</tr>
<tr>
<td>(a) Critical thinking and problem solving</td>
</tr>
<tr>
<td>(b) Communication (oral and written)</td>
</tr>
<tr>
<td>(c) Information/digital literacy</td>
</tr>
<tr>
<td>(d) Inventiveness</td>
</tr>
</tbody>
</table>
GQ3  Cultural competence
GQ4  Interdisciplinary effectiveness
GQ5  Integrated professional, ethical and professional identity
GQ6  Influence

Figure A7.1: Schematic representation of growth of the graduate qualities where increasing levels show increasing higher order of cognition and “affectivity.”

The levels (1, 2, 3, etc.) represent increasing quantities of the various graduate qualities, and are descriptions of what it is students must know, be able to do and “value” to achieve the level. The descriptions are cumulative in the sense that to achieve Level 3, students have Level 2 PLUS some MORE of the property, construct or graduate quality, etc. These descriptions are referred to as the performance standards (Bennett, Tognolini and Pickering, 2012). It is a requirement of the measurement theory that underpins this approach that the Levels are cumulative.

The number of levels can vary across Graduate Qualities and is determined by how many different categories (levels) can be explicitly described in a way that enables the assessors to be able to distinguish between levels of performance within the graduate quality. The aggregate of the performances across the Graduate Qualities comprises “university learning”.

One of the key challenges is to be able to write the performance standards clearly and meaningfully for the students, lecturers and community; each of whom will use them in different ways (Sadler, 2005).

The requirements of the performance standards

The performance standards for the Graduate Qualities should:
- describe performance expectations and proficiency levels in the context of a clear conceptual framework, and be built on sound models of student learning (developmental continuum) and affective domain development;
- be clear, detailed, and complete; reasonable in scope; and both rigorous and well-grounded in the knowledge and affective domains;
- be elaborated so that curriculum, teaching and assessment are all aligned; and
- facilitate the development of curriculum (and associated assessments) that include the Graduate Qualities within all programs across the university.
Figure A7.1 above is indicative of a university-level analytic marking rubric (Sadler, 2005) and the requirements of the performance standards are the same as those of marking rubrics used in assessment at the task level within a unit of study (Lasater, 2007).

Analytic marking rubrics

Analytic marking rubrics provide a guide to marking all types of performance based on how the students perform on the separate criteria (graduate qualities in this case) related to the task. In the case of the graduate qualities, the qualities themselves are the criteria for the analytic rubric.

The main advantage of analytic marking rubrics is that they convert performance into a score and in the case of a measurement model, a location on a scale. A second advantage is that they enable everyone (students, lecturers and community) to see what is required of them to achieve the various levels of performance on each of the criteria that comprise the task.

The main disadvantage is that they are more difficult to write because there are more criteria. A second disadvantage is that consistency among the different markers is generally quite low.

It must be stressed that in most, if not all programs, student tasks are already assessed using analytic or holistic rubrics. There is however some variation in the extent to which these rubrics are articulated and the extent to which they meet the developmental requirements of a measurement model that enables them to be effectively evaluated.

One of the first challenges, at the university level, is to develop in a consensus manner rubrics (standards) for each of the graduate qualities that meet the requirements outlined above (appendices A8.2 and A8.3 show the basic process to be used for building rubrics). These rubrics together will define the broader learning that characterises the University of Sydney curriculum. They will also be the basis for field of study level graduate quality rubrics that can be written to reflect the various disciplines within the program, but still enable the reliable reporting of performance against the University standards on each of the graduate qualities.

Within each program, capstone units and project units will also need to show how the content of the unit enables reporting of performance against the program and university wide rubrics.

Building the university level rubrics for the graduate qualities

In 2017, the intention is to start the process of building rubrics for the graduate qualities. While the process is relatively generic, establishing rubrics for each graduate quality may be tackled in a slightly different way.

For example, in the case of ‘critical thinking’ (where there has been a significant number of generic and discipline specific rubrics produced) the intention is to carry out a literature review to produce a range of possible rubrics at the university level; and, a similar review to generate examples of rubrics that meet the measurement quality criteria at several discipline-specific levels.

One of the key foci with this approach is to address the research issue associated with the extent to which it is possible to measure critical thinking within a discipline and still make an on-balance judgement against the more generic critical thinking rubric for the purposes of reporting at a university level.

The intention is to develop, by the end of 2017, the critical thinking rubrics, conduct some initial work on equating the discipline-specific and generic rubrics, and design a strategy for validating the rubrics. In 2018, validation work on the rubrics will be carried out and then the critical thinking rubric will be trialled in 2019. The validation work may involve producing and trialling standardised

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1 See also http://edglossary.org/rubric/.
2 Some useful examples of university level rubrics from Carnegie Mellon University can be found at https://www.cmu.edu/teaching/designateach/teach/rubrics.html.
3 See Appendix A8.1 as an example of a critical thinking rubric sourced from the University of Rhode Island.
4 See appendices A8.2 and A8.3 for indicative rubric models.
measures of critical thinking for validating the rubrics, building a scale and auditing the results across years.

A second example that uses a slightly different process is developing a rubric for ‘cultural competence.’ There are several groups currently building rubrics for cultural competence. The intention is to work with these groups to produce a combined rubric or set of rubrics that meet the needs of the various groups and at the same time meets the measurement requirements outlined above.

The plan is to develop the rubrics and design a strategy for validating them by the end of 2017. One of the focal points for this process is considering how, from a measurement perspective, various aspects (e.g. cultural competence associated with indigenous, SES, disability) of cultural competence can be brought together on a single scale. In 2018, further validation work will be conducted and the rubric trialed in 2019.

The third graduate quality for consideration in 2017 is ‘influence.’ The rubric to assess and measure influence is different to the other two. It requires a lot of conceptual work to define the construct and, once it is defined, it requires a significant amount of work to develop a measurement framework which takes the components of influence and defines growth or progression along the developmental scale. Once this is done, it requires a validation study to be carried out. This study would be carried out in 2018 and 2019.

Similar strategies are currently being developed for building all the graduate qualities at the university level.

Measurement of student performance against rubrics
Building the rubrics with the intention of measuring student performance is the first stage of the measurement process. However, once the rubrics are built and validated they must be used to measure student performance (Sadler, 2005; Webb, 2007).

Once again, this process can be carried out in different ways at different levels within the University. At the University level, it would be possible to add some statements related to those qualities that address “values” to the Course Experience Questionnaire and ask graduates to indicate the extent to which they agree or disagree with the statement. This would give some baseline data and would enable cross-temporal comparisons at a macro level. The self-report measure used here has the same limitations as most self-report measures and as such it would be just one piece of information that would be used to generate some evidence that the University is having an impact on the graduate quality being assessed. Cultural competence is one graduate quality that lends itself to such an assessment.

Scenarios have been used in higher education internationally to assess critical thinking. A similar assessment could be carried out at the university level on a sample of graduate students to provide some baseline data on performance on the graduate quality of critical thinking. Repetition of such an assessment with different samples across years would give some evidence as to the impact that the University is having on this graduate quality. The reliability and validity of such assessments would need to be determined. It is one approach in which the University can get an indication as to the impact of the efforts to incorporate the graduate qualities into the University programs.

In both these cases there would need to be standard setting exercises carried out to establish cut scores on the assessments that align to the performance standards of the University Graduate Quality rubrics and reporting would be done against the rubrics.

Perhaps the best way to ultimately measure performance of students against the University rubrics is to aggregate up the assessments against the discipline specific rubrics from the unit level to the program level and finally to the University level (see figure A7.2). This is the most direct method of assessing performance against the Graduate Qualities and is based on the informed professional judgement of the lecturers themselves.
Figure A7.2: Schematic representation of an articulated university framework.

It may take some time as apart from building the rubrics at the different levels, there is a need to provide professional development for the lecturers who will have to assess against the rubrics in a comparable and fair way. This will also involve supporting the lecturers in developing assessment tasks that enable the students to demonstrate performance on the rubrics across the length of the program.

It may be possible in the meantime to take a sample of Capstone Units and Project Units and support these in an intensive way to generate some measures that will give some baseline data for comparative purposes from 2019 onwards.

Conclusion
Many universities have identified graduate qualities in their strategic plans. Unlike the University of Sydney, few have committed to measuring performance against these qualities. The reality is that if there is no attempt to measure impact, then the chances of the graduate qualities being implanted into the learning environment of the students is doubtful.
In undertaking to measure student performance on these graduate qualities the University has committed itself to the bold task of not only making sure that the measures that are used to report performance against the graduate qualities are as valid and reliable as possible, but also that the graduate qualities themselves are incorporated into the curriculum and assessments of the units that are used to transition knowledge skills and behaviours to its students.

To be successful it requires the support of the academic staff. In addition, the process needs to be founded on a sound measurement model that will maximise the chances of students being assessed on qualities that are critical to success in the 21st century in a fair and consistent way. The same measurement principles can also be used to provide optimal processes for effective assessment practice in collaborative and project learning settings; and, streamline and reduce summative assessment at the unit of study level.

References


### Appendix A7.1 – Example of a critical thinking rubric from the University of Rhode Island

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Analysis and Evaluation</strong></td>
<td>Unclear on the goals of the analysis. Does not understand the purpose of the information provided. Limited consideration of sources to draw conclusions.</td>
<td>Analyses and assesses the situation with limited awareness of the goals of the analysis. Assumes information is valid. Considers only few perspectives drawn from the book, class discussion, and own experiences to draw conclusions.</td>
<td>Analyses and assesses the situation with awareness of the goals of the analysis. Seeks out information. Considers some diverse perspectives drawn from the book, class discussion, and own experiences to draw conclusions.</td>
<td>Analyses and assesses the situation with a clear awareness of what needs to be accomplished. Views information critically. Considers multiple diverse perspectives drawn from the book, class discussion, and own experiences to draw conclusions.</td>
</tr>
<tr>
<td><strong>2. Information</strong></td>
<td>Relies on insufficient, irrelevant, or unreliable information. Fails to identify or hastily dismisses strong, relevant counter-arguments. Confuses information and inferences drawn from that information.</td>
<td>Gathers some credible information, but not enough; some information may be irrelevant. Omits significant information, including some strong counter-arguments. Sometimes confuses information and the inferences drawn from it.</td>
<td>Gathers sufficient credible, and relevant information. Includes some information from opposing views. Distinguishes between information and inferences drawn from it.</td>
<td>Gathers sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. Includes information that opposes as well as supports the argued position. Distinguishes between information and inferences drawn from that information.</td>
</tr>
<tr>
<td><strong>3. Problem/ Opportunity Definition</strong></td>
<td>Seems to be confused on the problem and fails to identify and summarize the problem/opportunity. Unsuccessful in justifying why the suggested technology is the ideal medium for solving the problem.</td>
<td>Problem/opportunity is identified but is not clear and summarization lacks focus. Partially successful in justifying why the suggested technology is the ideal medium for solving the problem.</td>
<td>Problem/opportunity is identified but is somewhat clear and summarization is basic. Mostly successful in justifying why the suggested technology is the ideal medium for solving the problem.</td>
<td>Clearly identifies and summarises the problem/opportunity. Explains why the suggested technology is the ideal medium for solving this problem.</td>
</tr>
<tr>
<td><strong>4. Objective Definition</strong></td>
<td>Most business objectives do not address the problem/opportunity.</td>
<td>Develops business objectives that partially address the problem/opportunity.</td>
<td>Considers and evaluates ideas and incorporates them in developing business objectives that mostly address the problem/opportunity.</td>
<td>Considers and evaluates ideas and incorporates them in developing clear and measurable business objectives aligned with the problem/opportunity.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>5. Analyse problems using methodology and terminology</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not identify most or any issues in a particular fact situation and fails to use appropriate methodology and terminology.</td>
<td>Correctly identify and analyse some issues in a particular fact situation using appropriate methodology and terminology.</td>
<td>Correctly identify and analyse many issues in a particular fact situation using appropriate methodology and terminology.</td>
<td>Correctly analyse all or most issues in a particular fact situation using appropriate methodology and terminology.</td>
<td></td>
</tr>
</tbody>
</table>

| 6. Implications, Consequences | | | | |
|---|---|---|---|
| Ignores significant implications and consequences of reasoning. | Has trouble identifying significant implications and consequences; identifies improbable implications. | Identifies significant implications and consequences and distinguishes probable from improbable implications, but not with the same insight and precision as a “4”. | Identifies the most significant implications and consequences of the reasoning (whether positive and/or negative). Distinguishes probable from improbable implications. |

| 7. Solution Design Choice | | | | |
|---|---|---|---|
| Presented design lacks any original and innovative approaches. Few of the business objectives are addressed in the solution design. | Selects solution designs which demonstrate mostly traditional solutions. Solution design addresses some of the business objectives | Selects solution designs which demonstrates many original and innovative concepts mixed with traditional solutions. Solution design addresses most of the business objectives. | Develops original and innovative approaches to solve the problem or capitalize on an opportunity aligning the design with the business objectives. |

| Optional | | | | |

| Purpose | | | | |
|---|---|---|---|
| Does not clearly understand the purpose of the assignment | Is not completely clear about the purpose of the assignment | Demonstrates an understanding of the assignment’s purpose | Demonstrates a clear understanding of the assignment’s purpose |

| Assumptions | | | | |
|---|---|---|---|
| Fails to identify assumptions. Makes invalid assumptions. | Fails to identify assumptions, or fails to explain them, or the assumptions identified are irrelevant, not clearly stated, and/or invalid. | Identifies assumptions. Makes valid Assumptions | Accurately identifies assumptions (things taken for granted). Makes assumptions that are consistent, reasonable, valid. |
## Appendix A7.2 – Basic shell for building a critical thinking and problem solving rubric for the University of Sydney

<table>
<thead>
<tr>
<th>Components</th>
<th>Definitions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problematisation</td>
<td>Articulation of challenges involved in relation to ideas or topics investigated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Inference</td>
<td>The processes to reach a conclusion on the basis of reasoning from evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analysis</td>
<td>The separating of any material or abstract ideas into its constituent elements. This process as a method of studying the nature of something or of determining its essential features and their relations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Synthesis</td>
<td>The combining of the constituent elements of separate material or ideas into a single, unified, complex whole.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Evidence</td>
<td>Selecting and using information to support one's views</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Evaluation</td>
<td>A systematic determination of the merit, worth and significance of the object or ideas being studied using criteria governed by a set of standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Conclusion and Decision making</td>
<td>A judgment or decision reached by reasoning.</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Appendix A7.3 – Basic shell for building a critical thinking and problem solving rubric for the University of Sydney with performance indicators for components

<table>
<thead>
<tr>
<th>Components</th>
<th>Definitions</th>
<th>Dimensions</th>
</tr>
</thead>
</table>
| **Problematisation** | Articulation of challenges involved in relation to ideas or topics investigated. | – Identifying issues.  
– Reflect on the nature of the issue.  
– Motivation to identify issues.  
– Questioning skills (reading and searching) for problematisation. |
| **Inference** | The processes to reach a conclusion on the basis of reasoning from evidence | – Use logic and association to link knowledge and understanding.  
– Reflect and self-monitoring on how knowledge and understanding can be linked.  
– Use personal and others’ experience to link knowledge and understanding.  
– Use visualization tools to analyse inference |
| **Analysis** | The separating of any material or abstract ideas into its constituent elements. A method of studying the nature of something or of determining its essential features and their relations. | – Systematically examine own and others’ assumptions, methodologies, and statements.  
– Reflect and self-monitoring on how own and others’ assumptions, methodologies, and statements are logically stated.  
– Attitudes towards examination of each component of argumentation or statements to make a sense.  
– Quantitative or/and qualitative skills. |
| **Synthesis** | The combining of the constituent elements of separate material or ideas into a single, unified, complex whole. | – Create and connect complex ideas using imagery, analogies and symbolism  
– Reflect and self-monitoring on how well connect complex ideas.  
– Open-mindedness to seek alternative ideas and adapt better ones from other perspectives.  
– Use visualization tools to show how complex ideas are connected. |
| **Evidence** | Selecting and using information to support one’s views | – Give reasons to support own thinking or refute others’ statements.  
– Reflect and self-monitoring on balance rational and irrational components of a complex or ambiguous problems to evaluate evidence.  
– Enthusiasm toward scientific argumentation or inquiry, which are different from assertion.  
– Search, selection and source evaluation skills |
<table>
<thead>
<tr>
<th>Components</th>
<th>Definitions</th>
<th>Dimensions</th>
</tr>
</thead>
</table>
| Judging or Evaluation  | A systematic determination of the merit, worth and significance of the object or ideas being studied using criteria governed by a set of standards | - Make judgments about the value of ideas or materials in terms of the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified.  
- Reflect and self-monitoring on assessment of risks and the processes of evaluation.  
- Consideration of social perspectives on feasibility, risk, cost and time  
- Skills to weigh one argument with another. |
| Conclusion or Decision | A judgment or decision reached by reasoning.                                  | - Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action  
- Reflect and self-monitoring on the processes of selection of the best or feasible idea for a course of action.  
- Motivation to select the best ideas to give feasible solution to the issues or problems.  
- Leadership skills in critical thinking |
Attachment 8 - Industry and community project unit outline

Overview
The aim of this unit is to allow undergraduate students to participate in an interdisciplinary group project, working with one of the University’s industry and community partners. Students will work in teams on a real-world problem provided by the partner, applying their disciplinary expertise and gaining valuable experience in working across disciplinary boundaries.

In working on authentic problems, students will encounter richly contextualized issues that will require input from people with a variety of disciplinary backgrounds and experiences. Developing solutions to complex problems requires students to work effectively in interdisciplinary groups.

The unit will provide the opportunity for students to integrate their developing knowledge and experience, and apply them in circumstances of the kind they can expect to encounter in professional life. Interdisciplinary group work will provide the opportunity to build the skills to work across disciplinary, cultural and/or professional boundaries.

Learning outcomes

<table>
<thead>
<tr>
<th>Graduate Qualities</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Depth of disciplinary expertise</td>
<td>Students should be able to apply disciplinary knowledge and/or skills to real-world problems. These may occur in settings outside those for which their discipline has prepared them.</td>
</tr>
<tr>
<td>2. Broader skills (critical thinking and problem solving; communication (oral and written); information/digital literacy; inventiveness)</td>
<td>Students should be able to: a. Identify and respond to complexity and uncertainty in real-world problems; b. use and develop interpersonal communication skills, through participation in interdisciplinary group projects; c. develop written, oral and multi-media communication skills through the creation and presentation of reports for mixed audiences. d. Develop inventive and novel solutions to complex problems.</td>
</tr>
<tr>
<td>3. Cultural competence</td>
<td>Students should be able to: a. Identify social, political and cultural factors in authentic problem settings; and b. in developing solutions, take account of cultural and social difference that may impact the problem to hand; and c. see broad societal implications of a problem and its solution.</td>
</tr>
<tr>
<td>4. Interdisciplinary effectiveness</td>
<td>Students should be able to: a. recognise the role of different forms of disciplinary or professional expertise in clients and in student groups b. communicate across disciplinary or professional boundaries and c. work productively in interdisciplinary or inter-professional teams.</td>
</tr>
</tbody>
</table>

1 The first paragraph of the overview reflects the common language used in the unit of study outlines prepared in the Faculties of Arts and Social Sciences (INDP3000), Business (BUSS31100), and Science (SCPU3001). It also includes wording that describes the concept and goals of interdisciplinary learning, taking up the language from the DAWG discussion paper Project Units in Undergraduate Degrees.

5. Integrated professional, ethical and personal identity
   a. articulate and analyse dilemmas and difficult choices arising in real world settings
   b. share responsibility for quality, timeliness and thoroughness and
   c. see broad societal and ethical implications of a problem and its solution.

6. Influence
   (To be effective in exercising professional and social responsibility and making a positive contribution to society.)
   Students should be able to:
   a. provide leadership in discipline-relevant areas of a project.
   b. articulate professional and social values and their effect upon practical problem solving
   c. demonstrate a commitment to the role of a professional contributor to community and industry activities.

---

**Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Weighting</th>
<th>GQ/LO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group plan</td>
<td>Group</td>
<td>10%</td>
<td>1*, 2, 4</td>
</tr>
<tr>
<td>Group presentation</td>
<td>Group</td>
<td>20%</td>
<td>2, 4</td>
</tr>
<tr>
<td>Evaluative/reflective task</td>
<td>Individual</td>
<td>20%</td>
<td>1, 3, 4*, 5, 6</td>
</tr>
<tr>
<td>Group project report</td>
<td>Group</td>
<td>50%</td>
<td>1*, 2, 4, 6*</td>
</tr>
</tbody>
</table>

*Graduate qualities that may or may not be specifically assessed in this item of work. Decision pending on completion of rubrics.

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3 The assessment regime for the 2018 pilot envisages graded assessment for ICP Units. Looking forward to 2020, further discussion would be welcomed on the possibilities for non-graded assessment. This approach is widely thought to be well suited to experiential learning projects, where careful formative assessment frameworks are in place, although some concerns about this approach also persist.
RECOMMENDATION

That the Academic Board adopts the proposed committee architecture for 2018/9, notes the draft Terms of Reference and asks the committees to present Terms of Reference to the first meeting of the Academic Board in 2018.

EXECUTIVE SUMMARY

In March 2017, the Academic Board adopted the recommendation of the Academic Board Review:

“5.1.3 Overall Committee Structure
That the Academic Board accept recommendation 5.1.3, in particular that:
1) The Board assemble a working group to review and agree the optimum structure, to determine exact Terms of Reference for each Committee and how overlap between Committees should be managed. This should sit within an institution-wide academic governance framework which clarifies the role of the Academic Board Committees vs the role of the University Executive committees and Portfolios.
2) Any new committee structure should sit within an institution-wide academic governance framework, which clarifies the role of the Academic Board committees vs the role of the University Executive committees and Portfolios. (Recommendation 5.1.3, p.40).”

At its 23 August 2017 meeting the Senate adopted the University of Sydney (Academic Board) Rule 2017, which contained the provisions:

Part 6 Committees and Working Parties
1. The Academic Board will have such committees and sub-committees as it determines to be appropriate from time to time.
2. The Academic Board may establish committees and sub-committees by ordinary resolution.
3. The Chair of the Academic Board may preside at any meeting of any Academic Board Committee or sub-committee.
4. When establishing a committee, the Academic Board will:
   a. after consultation with the University Executive, determine the Terms of Reference; and
   b. appoint an initial Chair.
5. Committee membership must:
   a. provide appropriate discipline representation and expertise;
   b. as far as possible, reflect the diversity of the University community;
   c. include:
      (i) academic staff members who are not members of the Academic Board;
      (ii) non-academic staff members with relevant expertise or experience; and
      (iii) at least one enrolled student, but preferably one undergraduate and one postgraduate enrolled student.
6. The Chair of each committee must report:
   a. to each meeting of the Academic Board, on the committee’s activities; and
   b. annually, on the committee’s activities and its assessment of its own performance.
The Academic Board, or the Chair of the Academic Board, may establish such working parties, with such terms of reference, as they consider necessary to assist or advise the Academic Board or the Chair in performance of their functions.

**BACKGROUND / CONTEXT / DEFINITIONS**

**Introduction**

The Academic Board currently has four committees – the Academic Standards & Policy Committee, the Admissions Committee, the Graduate Studies Committee and the Undergraduate Studies Committee. The Graduate Studies Committee currently has two Subcommittees – the HDR Scholarships Subcommittee and the HDR Examinations Subcommittee. A survey of the Academic Boards of the Go8 universities reveals that (a) they all have different architectures and (b) each has one average 7 committees.

The draft committee architecture has three elements – a “structure” element, which develops and sets the framework for the work of the Academic Board (so that the Academic Board can determine “the highest standards in teaching, scholarship and research” as required by the University of Sydney (Academic Board) Rule), an “implementation” element, which enacts the work of the Academic Board, and a “quality” element which reports on the quality of the academic enterprise (maintaining “the highest standards in teaching, scholarship and research” as required by the University of Sydney (Academic Board) Rule), checks that the programs and initiatives approved by the Academic Board are delivering their stated outcomes and reports on regular reviews of academic programs (and so monitoring “the development of all academic activities of the University” as required by the University of Sydney (Academic Board) Rule).

This version can be illustrated as:

![Diagram](image)

(In this model, the HDR Examinations Sub-committee reports to the Academic Quality Committee (rather than the Graduate Studies Committee as at present), since examination outcomes are perhaps more of an outcome than an enactment measure.)

**Membership**

A change from the current membership is to include three members of the Academic Board appointed by the Academic Board on each Committee of the Academic Board. These members would represent the Academic Board (rather than their Faculty/University School) on each Committee, which would also include discipline experts/nominees, as at present. These Academic Board appointees would have an overriding right, on the
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agreement of at least two of the three, to refer an item to the Academic Board for consideration. This provision is designed to give comfort, that direct scrutiny of items by the Academic Board will be undiminished, even although items might not be starred for consideration at a meeting of the Academic Board. The provision would also have the effect of stimulating greater engagement by members of the Academic Board in the work of the Board.

The Committees

Academic Quality Committee and HDR Examinations Sub-Committee

This committee would be responsible for assessing whether the structures, policies, courses etc., developed by other Academic Board Committees to establish “the highest standards in teaching, scholarship and research” were in fact delivering on that aspiration and to what extent. It would receive and comment on reports from Academic Board/UE Faculty and Thematic Reviews, on reports on the quality of teaching, scholarship and research and, as appropriate, reports from, e.g., the Academic Board/UE Culture Taskforce. Since the outcomes of HDR examinations relate to quality, rather than enactment (the thesis has already been written) it is proposed that the HDR Examinations Sub-committee becomes a sub-committee of the Academic Quality Committee.

Academic Standards and Policy Committee and Admissions Sub-committee

The present Admissions Committee is charged with providing advice on admissions, including matters such as special entry schemes, credit transfer, English language requirements, assessment of the appropriateness of the programs of other institutions, programs, courses, preparatory programs and interstate and overseas qualifications as a basis for admission. In addition, the present Admissions Committee receives reports on admissions based on ATAR, IB, etc., results. The present Admission Committee considers these data and issues in relation to both undergraduate and graduate programs.

Since much of this work deals with standards related to admissions, it is suggested that in an architecture of structure/implementation/quality, this function might be that of a subcommittee, reporting to the standards and policy committee, but able to refer matters to the undergraduate and/or graduate studies committees as at present. In addition, given that, since admission, credit and recognition of prior learning are within the Terms of Reference of the present Admissions Committee and are the subjects of domains 1.1 and 1.2 of the Higher Education Standards Framework (Threshold Standards) 2015, these areas would be most appropriately be overseen by an Admissions Subcommittee. Accordingly this role is given additional emphasis in the proposed Terms of Reference. Admissions is suggested as a sub-committee of the Academic Standards and Policy Committee, rather than having this work performed by the Academic Standards and Policy Committee, because much of the work of the present Admissions Committee (e.g., considerations of alternative qualifications) involves specialist knowledge and expertise, which is needed only for that task.

Graduate Studies Committee and Higher Degree by Research Scholarships Sub-Committee

This committee and sub-committee are those currently in place and would perform essentially the same roles, with the exception that the HDR Examinations Sub-Committee would become a sub-committee of the proposed Academic Quality Committee.

Undergraduate Studies Committee

This committee is that currently in place and would perform essentially the same roles.

Relation to the Higher Education Standards Framework (Threshold Standards) 2015

The proposed committee architecture is mapped against the domains of relevance to the Academic Board in a separate document.

ISSUES

The Academic Board needs to have decided on a Committee Architecture by November 2017 for implementation from January 2018.
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Any Committee Architecture needs to map against the domains and sub-domains of the Higher Education Standards Framework (Threshold Standards) 2015, and be consistent with the University’s rules, policies and procedures and the University of Sydney (Delegations of Authority - Academic Functions) Rule 2016.

CONSULTATION

The draft committee architecture was included with the agenda of the October 10 2017 meeting of the Academic Board with the request that any feedback be forwarded to the Chair of the Academic Board. It has been part of the Chair of Academic Board’s report to each committee of the Academic Board, and has been considered by a working party, composed of the DVC (Education) the DVC (Research), the Chair and Deputy Chair of the Academic Board and the Executive Officer to Academic Board.

ATTACHMENTS

Attachment 1: Draft Terms of Reference

Attachment 2: Mapping of Academic Board and Committees to the Higher Education Standards Framework
Draft Terms of Reference
To illustrate the functions of these Committees and Sub-Committees, draft Terms of Reference are attached. Each Committee and Sub-Committee shall, at its first meeting, consider its Terms of Reference for endorsement by the next meeting of the Academic Board.
**Academic Quality Committee – draft Terms of Reference**

**Purpose**
The Academic Quality Committee assists the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, scholarship and research at the University of Sydney and, in this context, advises the Academic Board on receipt of reports on the quality of, and current standards in teaching, scholarship and research, in accordance with the University of Sydney (Academic Board) Rule 2017 and the University of Sydney (Delegations Authority - Academic Functions) Rule 2016.

**Terms of reference**
1. To play an active role in assuring the quality of teaching, scholarship and research in the University and co-ordinate and maintain an overview of the academic activities of all academic units.
2. To monitor issues relating to quality in relation to award courses, and to make recommendations to the Academic Board.
3. To monitor issues relating to quality in relation to research, and to make recommendations to the Academic Board.
4. To monitor issues relating to quality in relation to research training, and to make recommendations to the Academic Board.
5. To provide academic oversight in relation to domains 2.2, 2.2.3, 5.2.2, 5.2.4, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.7, 5.4.2, 6.1.4, 6.3.1 (b) –(d), 6.3.2 (a), (c)-(h) inclusive of the Higher Education Standards Framework (Threshold Standards) 2015.
6. In pursuit of the above objectives:
   6.1. request reports from, or refer matters to Faculties, University Schools, schools, departments, University Executive portfolios, etc., for consideration and action as required
   6.2. consider and take action as required on reports or academic submissions from academic units
   6.3. initiate and oversee, in collaboration with the University Executive, a formal and regular program of review of academic activities of all academic units.
7. To ensure undergraduate and postgraduate coursework education are compliant with appropriate Rules, Policies and Procedures, including, but not limited to the University of Sydney (Coursework) Rule 2014, the Coursework Policy 2014, the Assessment Procedures 2011, the Learning and Teaching Policy 2015, the Learning and Teaching Procedures 2016, the Academic Honesty in Coursework Policy 2015, the Academic Honesty Procedures 2016.
8. To ensure that research training is compliant with appropriate Rules, Policies and Procedures, including, but not limited to the University of Sydney (Higher Degree by Research) Rule, the Supervision of Higher Degree by Research Students Policy 2013, the Progress Planning and Review for Higher Degree by Research Students Policy 2015, the Essential Resources for Higher Degree by Research Students Policy 2016, the Thesis and Examination of Higher Degree by Research Policy 2015, the Thesis and Examination of Higher Degree by Research Procedures 2015, the Cotutelle Scheme Policy, the Academic Honesty in Coursework Policy 2015, the Academic Honesty Procedures 2016.
9. To receive reports and recommendations from the Higher Degree by Research Examinations Subcommittee for comment and transmission to the Academic Board.
10. To receive reports from, and provide advice to, the Deputy Vice-Chancellor (Education), The Registrar and, where appropriate, the Pro-Vice-Chancellor (Global Engagement) on quality assurance and other matters relating to coursework study.
11. To receive reports from, and provide advice to, appropriate portfolios on quality assurance and other matters relating to higher degree by research training in domain 4.1 of the *Higher Education Standards Framework (Threshold Standards) 2015*.  
12. To obtain information or reports from any faculty, school or department, the Library or other academic unit on academic matters relating to coursework and/or research training studies.  
13. To provide regular reports on its activities under its terms of reference to the Academic Board.  
14. To consider and report on any matter referred to it by the Academic Board, or its committees, the University Executive or the Vice-Chancellor.

**Constitution**  
*Ex Officio Members*  
- the Chair of the Committee  
- the Chair of the Academic Board, or nominee  
- the Registrar or nominee  
- the President of the Students’ Representative Council, or nominee  
- the President of the Sydney University Postgraduate Students’ Association, or nominee

**Appointed members**  
The Academic Board shall appoint one academic staff member from each 2016 faculty and University School and at least one undergraduate and one postgraduate student member nominated by members of the Board.  
The Academic Board shall appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board. On the recommendation of any two of these members, an item before the Committee will be referred to the Academic Board as a starred item for consideration.

**Deputy Chair**  
The Committee may appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair.

**Co-opted Members**  
The Committee may co-opt additional members. Co-opted members may be selected from the members of the Academic Board or the wider University community or may express interest directly to the Chair of the Committee, but must have an interest and/or experience in issues considered by the Committee. The term of office of members co-opted by the Committee shall be specified at the time of co-option and such members shall have all rights and privileges of other members.

**Assessors and Reviewers**  
The Committee may invite and appoint assessors and reviewers to assist it with its functions, including, as appropriate, persons from outside the University. Observers Staff or students of the University may attend meetings as observers, and are allowed, with the permission of the Chair of the committee, to address the meeting on issues being considered by the committee.

**Frequency of Meetings**  
The Committee shall meet at least five (5) times a year.

**Voting Rights**
Voting rights at meetings of the Committee are restricted to *ex-officio* members, appointed members and co-opted members.

**Quorum**
A quorum for a meeting of the Committee shall be seven (7) members.

**Sub-Committee**
Higher Degree by Research Examinations Sub-Committee
**Academic Standards and Policy Committee – draft Terms of Reference**

**Purpose**
The Academic Standards and Policy Committee assists and advises the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, scholarship and research in the University of Sydney.

**Terms of reference**
1. To formulate and review policies, guidelines and procedures in relation to academic matters, particularly with respect to academic issues that have scope across the University, including equity and access initiatives.
2. To determine policy concerning the programs of study or examinations in any Faculty, college or Board of Studies.
3. To advise the Academic Board and Vice-Chancellor on policies concerning the academic aspects of the conditions of appointment and employment of academic staff.
4. To provide academic oversight of admissions, credit and recognition of prior learning in relation to domains 2.4.2, 2.4.3, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.4, 6.3.1 (a), (b), (d), 6.3.2 (a), (d), (e), of the *Higher Education Standards Framework (Threshold Standards) 2015*.
5. To provide academic oversight of research training in relation to domains 4.2.1 (a) – (e), and 6.3.1 (a), (b), (d), 6.3.2 (a), (d), (e), of the *Higher Education Standards Framework (Threshold Standards) 2015*.
6. To play an active role in assuring the quality of teaching, scholarship and research in the University by ensuring the body of academic policies and degree resolutions are self-consistent, incorporate the best ideas and are aligned with the strategic goals of the University.
7. To actively seek and evaluate opportunities to improve the University’s pursuit of high standards in all academic activities.
8. To ensure proper communication channels are established with other committees of the Academic Board and the University Executive to promote cross-referencing and discussion of matters pertaining to academic standards and policy.
9. To receive regular reports from, and provide advice to the Deputy Vice-Chancellors pursuant to maintaining the highest standards in teaching, scholarship and research.
10. To exercise all reasonable means to provide and receive advice from the University Executive and its relevant subcommittees.
11. To provide regular reports on its activities under its terms of reference to the Academic Board.
12. To consider and report on any matter referred to it by the Academic Board, the Vice-Chancellor or the Deputy Vice-Chancellors.

**Constitution**

*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, Educational 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 University School and at least one undergraduate student member nominated by members of the Board.

The Academic Board shall appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board. On the recommendation of any two of these members, an item before the Committee will be referred to the Academic Board as a starred item for consideration.

Deputy Chair
The Committee may appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair.

Co-opted members
On the recommendation of the Committee, the Academic Board may co-opt additional members. Co-opted members may be selected from the University community or be external to the University of Sydney and may express interest directly to the Chair of the Committee, but must have an interest and/or experience in issues considered by the Committee. The term of office of members co-opted by the Committee shall be specified at the time of co-optand such members shall have all rights and privileges of other members.

Observers
Students and staff of the University may attend meetings as observers, and are allowed, with the permission of the Chair of the committee, to address the meeting on issues being considered by the committee.

Frequency of Meetings
The Committee shall meet at least five (5) times a year. Voting Rights Voting rights at meetings of the Committee are restricted to ex-officio members, appointed members and co-opted members.

Quorum
A quorum for a meeting of the Committee shall be seven (7) members.
Graduate Studies Committee – Draft Terms of Reference

Purpose
The Graduate Studies Committee assists the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, learning, research training and scholarship at the University of Sydney and, in this context, advises the Academic Board about Resolutions, policy and procedures relating to postgraduate study at the University and acts as the Academic Board’s agent in determining postgraduate matters, including the approval of new and amended courses, in accordance with the University of Sydney (Delegations Authority - Academic Functions) Rule 2016.

Terms of Reference
1. To monitor issues relating to quality in relation to postgraduate award courses and research training, and to make recommendations to the Academic Board as detailed below.
2. To advise the Academic Board on Resolutions, policy and procedures relating to all postgraduate studies in the University, including the assessment and examinations of postgraduate research candidates.
3. To make recommendations to the Academic Board regarding:
   3.1. proposals to introduce new postgraduate award courses and amendments to existing postgraduate award courses; and
   3.2. requirements to be satisfied by candidates for the award of a degree, diploma or certificate.
4. To provide academic oversight in relation to domains 1.4.1; 1.4.2; 1.4.5, 1.4.6, 1.4.7, 1.5.2; 3.1.1, 3.1.2, 3.1.3; 3.1.4; 3.1.5; 4.2.1 (a)-(e) inclusive, 5.1.2; 5.1.3, 5.4.2 and 6.3.2(c) of the Higher Education Standards Framework (Threshold Standards) 2015.
5. To ensure graduate education is compliant with appropriate Rules, Policies and Procedures, including, but not limited to the University of Sydney (Coursework) Rule 2014, the Coursework Policy 2014, the Assessment Procedures 2011, the Learning and Teaching Policy 2015, the Learning and Teaching Procedures 2016, the Academic Honesty in Coursework Policy 2015, the Academic Honesty Procedures 2016, the University of Sydney (Higher Degree by Research) Rule 2011, the Thesis and Examination of Higher Degree by Research Policy 2015, the Thesis and Examination of Higher Degree by Research Procedures 2015, the Thesis and Examination of Higher Degrees by Research Guidelines for Examiners.
6. To act for the Academic Board in:
   6.1. admitting candidates, on the advice of the faculty or board of studies concerned, for higher doctorates who are not graduates of the University of Sydney; and
   6.2. determining, on the recommendation of the faculty or board of studies concerned, whether or not a Higher Doctorate be awarded.
7. To contribute to the development of the University’s strategic objectives in relation to postgraduate study and research training, and to develop, recommend to the Academic Board, and regularly review Resolutions, policy and procedures supporting those strategic objectives.
8. To receive reports from, and provide advice to, the Deputy Vice-Chancellor (Education), and, where appropriate the Deputy Vice-Chancellor (Research), the Register and the Pro-Vice-Chancellor (Global Engagement) on quality assurance and others matters relating to postgraduate study and research training at the University.
9. To determine matters relating to the award of the degree of Doctor of Philosophy;
10. To establish effective supervisory policy and procedures for postgraduate research students;
11. To obtain information or reports from any faculty, school or department, the Library or other academic unit on academic matters relating to postgraduate studies.
12. To ensure proper communication channels are established with other committees of the Academic Board and University Executive to promote cross-referencing and discussion of matters concerning postgraduate students.

13. To determine the terms and conditions of awards, postgraduate scholarships and prizes established within the University.

14. To act for the Academic Board in:
   14.1. recognising institutions, programs and courses for the purposes of admission postgraduate coursework and research;
   14.2. approving special admission schemes for postgraduate courses; and
   14.3. confirming academic selection criteria for international students set by Deans.

15. To provide regular reports on its activities under its terms of reference to the Academic Board.

16. To consider and report on any matter referred to it by the Academic Board, or its committees, the University Executive or the Vice-Chancellor.

Notes
The Chair of the Graduate Studies Committee acts for the Academic Board in varying the requirements for a particular candidate in exceptional circumstances for higher doctorates and the degree of Doctor of Philosophy, in accordance with the University of Sydney (Delegations Authority - Academic Functions) Rule 2016.

Constitution
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 Deputy Registrar, or nominee
the President of the Sydney University Postgraduate Representative Association, or nominee

Appointed Members
The Academic Board shall appoint one member from each 2016 faculty and University School and one postgraduate coursework and one postgraduate research student member nominated by members of the Board.

The Academic Board shall appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board. On the recommendation of any two of these members, an item before the Committee will be referred to the Academic Board as a starred item for consideration.

Deputy Chair
The Committee may appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair.

Co-opted Members
The Committee may co-opt up to four members. Co-opted members may be selected from the members of the Academic Board or the wider University community or may express interest directly to the Chair of the Committee, but must have an interest and/or experience in issues considered by the Committee. The term of office of members co-opted by the Committee shall be specified at the time of co-option and such members shall have all rights and privileges of other members.
Assessors and Reviewers
The Committee may invite and appoint assessors and reviewers to assist it with its functions, including, as appropriate, persons from outside the University. Observers Students and staff of the University may attend meetings as observers, and are allowed, with the permission of the Chair of the committee, to address the meeting on issues being considered by the committee.

Frequency of meetings
The Committee shall meet at least five (5) times a year.

Voting Rights
Voting rights at meetings of the Committee are restricted to ex-officio members, appointed members and co-opted members.

Quorum
A quorum for a meeting of the Committee shall be seven (7) members.

Sub-Committee
Higher Degree by Research Scholarships Sub-Committee
Undergraduate Studies Committee – Draft Terms of Reference

Purpose
The Undergraduate Studies Committee assists the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, learning and scholarship at the University of Sydney and, in this context, advises the Academic Board about resolutions, policy and procedures relating to undergraduate study at the University and acts as the Academic Board's agent in determining undergraduate matters, including the approval of new and amended courses, in accordance with the University of Sydney (Delegations Authority - Academic Functions) Rule 2016.

Terms of reference
1. To monitor issues relating to quality in relation to undergraduate award courses, and to make recommendations to the Academic Board as detailed below.
2. To advise the Academic Board on resolutions, policy and procedures relating to all undergraduate studies in the University, including the pattern of undergraduate courses in the University.
3. To make recommendations to the Academic Board in relation to proposals to introduce new undergraduate award courses and amendments to existing undergraduate award courses.
4. To make recommendations to the Academic Board regarding requirements to be satisfied by candidates for the award of a degree, diploma or certificate.
5. To act for the Academic Board in determining procedures for the consideration, and deadline for submission of proposals for new and amended undergraduate award programs and courses in consultation with the University Executive Course Profiles Steering Committee.
6. To provide academic oversight in relation to domains 1.4.1; 1.4.2, 3.1.1, 3.1.2, 3.1.3; 3.1.4; 3.1.5; 5.1.2; 5.1.3, 5.4.2 and 6.3.2(c) of the Higher Education Standards Framework (Threshold Standards) 2015.
7. To ensure undergraduate education is compliant with appropriate Rules, Policies and Procedures, including, but not limited to the University of Sydney (Coursework) Rule 2014, the Coursework Policy 2014, the Assessment Procedures 2011, the Learning and Teaching Policy 2015, the Learning and Teaching Procedures 2016, the Academic Honesty in Coursework Policy 2015, the Academic Honesty Procedures 2016.
8. To contribute to the development of the University’s strategic objectives in relation to undergraduate study and to formulate, recommend to the Academic Board, and regularly review resolutions, policy and procedures supporting those strategic objectives.
9. To receive reports from, and provide advice to, the Deputy Vice-Chancellor (Education) and, where appropriate the Deputy Vice-Chancellor (International) on quality assurance and other matters relating to undergraduate study.
10. To obtain information or reports from any faculty, school or department, the Library or other academic unit on academic matters relating to undergraduate studies.
11. To ensure proper communication channels are established with other committees of the Academic Board and the University Executive to promote cross-referencing and discussion of matters concerning undergraduate students.
12. To determine the terms and conditions of undergraduate awards, scholarships and prizes established within the University.
13. To receive annual reports on the awarding of Honours and the University Medal from Faculties.
14. To provide regular reports on its activities under its terms of reference to the Academic Board.
15. To consider and report on any matter referred to it by the Academic Board, or its committees, the University Executive or the Vice-Chancellor.

Constitution
**Ex Officio Members**
the Chair of the Committee  
the Chair of the Academic Board, or nominee  
the Chair of the Admissions Subcommittee, 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 academic staff member from each 2016 faculty and University School and at least one undergraduate student member nominated by members of the Board.  
The Academic Board shall appoint as its representatives three elected staff members of the Academic Board on the recommendation of the Chair of the Academic Board. On the recommendation of any two of these members, an item before the Committee will be referred to the Academic Board as a starred item for consideration.

**Deputy Chair**
The Committee may appoint one member, on the nomination of the Chair of the Committee, to act as Deputy Chair.

**Co-opted Members**
The Committee may co-opt additional members. Co-opted members may be selected from the members of the Academic Board or the wider University community or may express interest directly to the Chair of the Committee, but must have an interest and/or experience in issues considered by the Committee. The term of office of members co-opted by the Committee shall be specified at the time of co-option and such members shall have all rights and privileges of other members.

**Assessors and Reviewers**
The Committee may invite and appoint assessors and reviewers to assist it with its functions, including, as appropriate, persons from outside the University. Observers Staff or students of the University may attend meetings as observers, and are allowed, with the permission of the Chair of the committee, to address the meeting on issues being considered by the committee.

**Frequency of Meetings**
The Committee shall meet at least five (5) times a year.

**Voting Rights**
Voting rights at meetings of the Committee are restricted to *ex-officio* members, appointed members and co-opted members.

**Quorum**
A quorum for a meeting of the Committee shall be seven (7) members.
**Admissions Subcommittee – Draft Terms of Reference**

**Purpose**
The Admissions Subcommittee advises the Academic Standards and Policy Committee and the Undergraduate and Graduate Studies Committees of the Academic Board about resolutions, policy and procedures relating to admissions to award courses at the University of Sydney. The Subcommittee receives and comments on reports that assessment of prior learning is undertaken for the purpose of granting credit for units within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome, and that such procedures are consistent with the Coursework Policy 2014, the Coursework Credit Procedures 2015, the Go8 Credit Transfer Agreement, individual Faculty/University School/school credit procedures and the University of Sydney (Higher Degree by Research) Rule 2011.

**Terms of Reference**
1. To advise the Academic Standards and Policy Committee on:
   1.1. resolutions, policy and procedures relating to all student admissions to the University; and
   1.2. issues relating to admissions not based solely on the Australian Tertiary Admissions Rank (ATAR).
2. To make recommendations to the Academic Standards and Policy Committee, or, if deemed appropriate by the Admissions Subcommittee, to the Undergraduate Studies Committee and/or the Graduate Studies Committee, regarding:
   2.1. English language requirements for admission to award courses;
   2.2. recognition of institutions, programs and courses for the purposes of admission;
   2.3. approval of admissions criteria in addition to the ATAR;
   2.4. approval of preparatory programs of study in prior learning;
   2.5. approval of special admission schemes;
   2.6. confirmation of academic selection criteria for international students set by Deans; and
   2.7. University-wide Credit Transfer Policy for all coursework.
3. To provide academic oversight of admissions, credit and recognition of prior learning in relation to domains 1.1, 1.2 and 2.2 of the Higher Education Standards Framework (Threshold Standards) 2015.
4. To provide academic oversight in relation to the AQF Qualifications Pathways Policy.
5. To oversee and approve the publication of admissions advice.
6. To exercise all reasonable means to provide and receive advice from the University Executive and its relevant subcommittees.
7. To provide an annual report on its activities under its terms of reference to the Academic Standards and Policy Committee.
8. To consider and report on any matter referred to it by the Academic Board, the Vice Chancellor, Academic Board committees or the Chair of the Academic Board.

**Constitution**

*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**
Where possible, one undergraduate and one postgraduate student member of the Academic Board, appointed annually by the Academic Board on the advice of the Chair of the Academic Board;
three Deans appointed annually by the Academic Board on the advice of the Chair of the Academic Board, or their nominees

**Co-opted Members**
The Sub-committee may co-opt up to four members. Co-opted members may be selected from the members of the Academic Board or the wider University community or may express interest directly to the Chair of the Sub-committee, but must have an interest and/or experience in issues considered by the Committee. The term of office of members co-opted by the Sub-committee shall be specified at the time of co-option and such members shall have all rights and privileges of other members.

**Frequency of Meetings**
The Sub-committee shall meet at least five (5) times a year.

**Quorum**
A quorum for a meeting of the Sub-committee shall be four (4) members.
**HDR Scholarships Subcommittee – draft terms of reference**

**Purpose**
The HDR Scholarships Subcommittee advises the Graduate Studies Committee about policy and procedures relating to the award of Australian Postgraduate Awards, University of Sydney Postgraduate Awards, Travelling Scholarships, Grants in Aid and other post-graduate awards, and takes decisions in accordance with the University of Sydney (Delegations Authority - Academic Functions) Rule 2016, the Student Recognition Awards Policy 2016, and resolutions of the Senate and the Academic Board relating to HDR scholarships.

**Terms of reference**
1. To act for the Academic Board in awarding specific postgraduate scholarships and advise the Graduate Studies Committee on policy, procedures and selection criteria relating to the award of specific postgraduate scholarships:
   a. funded by Commonwealth (e.g. APA, IPRS); or
   b. funded by the University (e.g. UPA, USIS)
   c. by the Academic Board as specified in scholarship/prize conditions (e.g. travelling scholarships).
2. To act for the Academic Board in determining University nominations for postgraduate scholarships required by external organisations.
3. To oversee and monitor the effective implementation of policy and good practice relating to the award of specific postgraduate scholarships.
4. To exercise all reasonable means to provide and receive advice from the University Executive and its relevant subcommittees.
5. To provide regular reports on its activities under its terms of reference to the Graduate Studies Committee.
6. To consider and report on any matter referred to it by the Academic Board, the Vice-Chancellor, the Graduate Studies Committee or the Chair of the Academic Board.

**Composition**

Chair of the Graduate Studies Committee, or nominee (Chair).

Six academic staff members appointed biennially by the Chair of the Academic Board on the nomination of the Chair of the Graduate Studies Committee.
**HDR Examinations Subcommittee – draft terms of reference**

**Purpose**
The HDR Examinations Sub-Committee advises the Academic Quality Committee about resolutions, policy and procedures relating to the award of the degree of Doctor of Philosophy and takes decisions in accordance with the Thesis and Examination of Higher Degrees by Research Policy 2015, the Thesis and Examination of Higher Degrees by Research Procedures 2015, resolutions of the Senate and the Academic Board relating to the examination process for the degree of Doctor of Philosophy and other research doctorates.

**Terms of Reference**
1. To advise the Graduate Studies Committee on resolutions, policy and procedures relating to the award of the degree of Doctor of Philosophy and other higher degrees including professorial degrees.
2. To take decisions in accordance with the Resolutions of the Senate and the Academic Board relating to the examination and award of the degree of Doctor of Philosophy and other research doctorates at the University of Sydney.
3. To advise on the development of processes for the effective implementation of resolutions, policy and procedures relating to the examination and award of the degree of Doctor of Philosophy and other research doctorates.
4. To provide academic oversight in relation to domains 1.4.5, 1.4.6, 1.4.7 and 4.2.1 (d) and (e), of the Higher Education Standards Framework (Threshold Standards) 2015.
5. To provide regular reports on its activities under its terms of reference to the Graduate Studies Committee.
6. To consider and report on any matter referred to it by the Academic Board, the Vice-Chancellor or the Graduate Studies Committee.

**Composition**

Nominee of the Chair of the Graduate Studies Committee (Chair).

Six academic staff members appointed biennially by the Chair of the Academic Board on the nomination of the Chair of the Research and Research Training Committees.
<table>
<thead>
<tr>
<th>Higher Education Standards Framework standard</th>
<th>Description</th>
<th>Mapping to Academic Board</th>
<th>Relevant Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Standards for Higher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student Participation and Attainment</td>
<td></td>
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</tr>
</tbody>
</table>
| 1.1 Admission                               | Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion | Admissions Subcommittee                   | University of Sydney (Coursework Rule) 2014  
Coursework Policy 2014  
Coursework Credit Procedures 2015  
Go8 Credit Transfer Agreement  
individual Faculty/University School/school credit procedures  
Higher Degree by Research Rule 2011.(1.2) |
| 1.1.1                                       |                                                                                                                                                                                                          |                                           |                                                                                                                                                                                                              |
| 1.2 Credit and Recognition of Prior Learning| Assessment of prior learning is undertaken for the purpose of granting credit for units within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome. | Admissions Subcommittee                   | University of Sydney (Coursework Rule) 2014  
Coursework Policy 2014  
Coursework Credit Procedures 2015  
Go8 Credit Transfer Agreement  
individual Faculty/University School/school credit procedures  
Higher Degree by Research Rule 2011.(1.2) |
| 1.2.1                                       |                                                                                                                                                                                                          |                                           |                                                                                                                                                                                                              |
| 1.2.2 (a)                                   | Credit through recognition of prior learning is granted only if students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification                                                                 | Admissions Subcommittee                   | University of Sydney (Coursework Rule) 2014  
Coursework Policy 2014  
Coursework Credit Procedures 2015  
Go8 Credit Transfer Agreement  
individual Faculty/University School/school credit procedures  
Higher Degree by Research Rule 2011.(1.2) |
| 1.2.2 (b)                                   | Credit through recognition of prior learning is granted only if the integrity of the course of study and the qualification are                                                                                                                                      | Admissions Subcommittee                   | University of Sydney (Coursework Rule) 2014  
Coursework Policy 2014  
Coursework Credit Procedures 2015  
Go8 Credit Transfer Agreement  
individual Faculty/University School/school credit procedures  
Higher Degree by Research Rule 2011.(1.2) |
<table>
<thead>
<tr>
<th>1.3 Orientation and Progression</th>
<th>Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement</th>
<th>Academic Quality Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.5</td>
<td>Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.</td>
<td>Academic Quality Committee</td>
</tr>
<tr>
<td>1.4 Learning Outcomes and Assessment</td>
<td>The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.</td>
<td>Graduate Studies Committee Undergraduate Studies Committee University of Sydney (Coursework Rule) 2014 Coursework Policy 2014</td>
</tr>
<tr>
<td>1.4.1</td>
<td>The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
</tr>
<tr>
<td>1.4.2</td>
<td>The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
</tr>
<tr>
<td>1.4.2 (a)</td>
<td>The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including generic skills and their application in the context of the field(s) of education or disciplines involved</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
</tr>
<tr>
<td>1.4.2 (b)</td>
<td>The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
</tr>
<tr>
<td>1.4.2 (c)</td>
<td>The specified learning outcomes for each course of study</td>
<td>Graduate Studies Committee</td>
</tr>
<tr>
<td>1.4.2 (d)</td>
<td>The specified learning outcomes for each course of study</td>
<td>Graduate Studies Committee</td>
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<tr>
<td></td>
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<td>Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016</td>
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<td>Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016</td>
</tr>
<tr>
<td>1.4.5 (a)</td>
<td>On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including a detailed understanding of the specific topic of their research, within a broad understanding of the field of research.</td>
<td>Graduate Studies Committee</td>
</tr>
<tr>
<td>1.4.5 (b)</td>
<td>On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including capacity to scope, design and conduct research projects independently.</td>
<td>Graduate Studies Committee</td>
</tr>
<tr>
<td>1.4.5 (c)</td>
<td>On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including technical research skills and competence in the application of research methods.</td>
<td>Graduate Studies Committee</td>
</tr>
<tr>
<td>1.4.5 (d)</td>
<td>On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including skills in analysis, critical evaluation and reporting of research, and in presentation, publication and dissemination of their research.</td>
<td>Graduate Studies Committee</td>
</tr>
<tr>
<td>1.4.6</td>
<td>Assessment of major assessable research outputs for higher degrees by research, such as theses, dissertations, exegeses, creative works or other major works arising from a candidate’s research incorporates assessment by at least two assessors with international standing in the field of research, who are independent of the conduct of the research, competent to undertake the assessment and do not have a conflict of interest, and for doctoral degrees, are external to the higher education provider.</td>
<td>Graduate Studies Committee</td>
</tr>
<tr>
<td>1.4.6 (b)</td>
<td>for masters degrees by research, at least one of whom is external to the higher education provider.</td>
<td>Graduate Studies Committee HDR Examinations Subcommittee</td>
</tr>
<tr>
<td>1.4.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Qualifications &amp; Certification</td>
<td>Higher doctoral qualifications require significant, sustained original contributions to a field of research over and above the requirements of a doctoral degree and are awarded in accordance with the higher education provider’s specific policies and academic governance requirements for the award of Higher Doctoral Degrees.</td>
<td>Graduate Studies Committee</td>
</tr>
<tr>
<td>2. Learning Environment</td>
<td>Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students’ backgrounds.</td>
<td>University Executive/Academic Board Culture Task Force Academic Quality Committee</td>
</tr>
<tr>
<td>2.2 Diversity and Equity</td>
<td>Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples</td>
<td>Admissions SubCommittee</td>
</tr>
<tr>
<td>2.2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.3</td>
<td>Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.</td>
<td>Admissions SubCommittee</td>
</tr>
<tr>
<td>2.4 Student Grievances and Complaints</td>
<td>There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and</td>
<td>Academic Standards and Policy Committee Academic Board Student Appeals Body</td>
</tr>
<tr>
<td>2.4.2</td>
<td>University of Sydney (Student Appeals Against Academic Decisions) Rule 2006 Coursework Policy 2014 Assessment Procedures 2011</td>
<td></td>
</tr>
</tbody>
</table>
### 2.4.3 Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.

**Academic Standards and Policy Committee**  
**Academic Board Student Appeals Body**  
**University of Sydney (Student Appeals Against Academic Decisions) Rule 2006**  
**Coursework Policy 2014**  
**Assessment Procedures 2011**

### 2.4.4 Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.

**Academic Board Student Appeals Body**  
**University of Sydney (Student Appeals Against Academic Decisions) Rule 2006**  
**University of Sydney (Coursework Rule) 2014**  
**Coursework Policy 2014**  
**Assessment Procedures 2011**

### 2.4.5 If any formal complaint or appeal is upheld, any action required is initiated promptly.

**Academic Board Student Appeals Body**  
**University of Sydney (Student Appeals Against Academic Decisions) Rule 2006**  
**Coursework Policy 2014**  
**Assessment Procedures 2011**

### 3. Teaching

#### 3.1 Course Design

The design for each course of study is specified and the specification includes:

<table>
<thead>
<tr>
<th>3.1.1 (a)</th>
<th>The design for each course of study is specified and the specification includes the qualification(s) to be awarded on completion</th>
</tr>
</thead>
</table>
| **Graduate Studies Committee**  
**Undergraduate Studies Committee** | **Learning and Teaching Policy 2015**  
**Learning and Teaching Procedures 2016**  
**Coursework Policy 2014** |

<table>
<thead>
<tr>
<th>3.1.1 (b)</th>
<th>The design for each course of study is specified and the specification includes structure, duration and modes of delivery</th>
</tr>
</thead>
</table>
| **Graduate Studies Committee**  
**Undergraduate Studies Committee** | **Learning and Teaching Policy 2015**  
**Learning and Teaching Procedures 2016**  
**Coursework Policy 2014** |

<table>
<thead>
<tr>
<th>3.1.1 (c)</th>
<th>The design for each course of study is specified and the specification includes the units of study (or equivalent) that comprise the course of study</th>
</tr>
</thead>
</table>
| **Graduate Studies Committee**  
**Undergraduate Studies Committee** | **Learning and Teaching Policy 2015**  
**Learning and Teaching Procedures 2016**  
**Coursework Policy 2014** |

<table>
<thead>
<tr>
<th>3.1.1 (d)</th>
<th>The design for each course of study is specified and the specification includes entry requirements and pathways</th>
</tr>
</thead>
</table>
| **Graduate Studies Committee**  
**Undergraduate Studies Committee** | **Learning and Teaching Policy 2015**  
**Learning and Teaching Procedures 2016**  
**Coursework Policy 2014** |

<table>
<thead>
<tr>
<th>3.1.1 (e)</th>
<th>The design for each course of study is specified and the specification includes expected learning outcomes, methods of assessment and indicative student workload</th>
</tr>
</thead>
</table>
| **Graduate Studies Committee**  
**Undergraduate Studies Committee** | **Learning and Teaching Policy 2015**  
**Learning and Teaching Procedures 2016**  
**Coursework Policy 2014** |

<table>
<thead>
<tr>
<th>3.1.1 (f)</th>
<th>The design for each course of study is specified and the specification includes compulsory requirements for completion</th>
</tr>
</thead>
</table>
| **Graduate Studies Committee**  
**Undergraduate Studies Committee** | **Learning and Teaching Policy 2015**  
**Learning and Teaching Procedures 2016** |
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Committee</th>
<th>Policy/Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 (g)</td>
<td>The design for each course of study is specified and the specification includes exit pathways, articulation arrangements, pathways to further learning</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
<td>Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016 Coursework Policy 2014</td>
</tr>
<tr>
<td>3.1.1 (h)</td>
<td>The design for each course of study is specified and the specification includes for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
<td>Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016 University of Sydney (Coursework Rule) 2014 Coursework Policy 2014</td>
</tr>
<tr>
<td>3.1.2</td>
<td>The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including current knowledge and scholarship in relevant academic disciplines</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
<td>Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016 University of Sydney (Coursework Rule) 2014 Coursework Policy 2014</td>
</tr>
<tr>
<td>3.1.2 (a)</td>
<td>The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including current knowledge and scholarship in relevant academic disciplines</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
<td>Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016 University of Sydney (Coursework Rule) 2014 Coursework Policy 2014</td>
</tr>
<tr>
<td>3.1.2 (b)</td>
<td>The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education and research represented in the course</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
<td>Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016 University of Sydney (Coursework Rule) 2014 Coursework Policy 2014</td>
</tr>
<tr>
<td>3.1.2 (c)</td>
<td>The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
<td>Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016 University of Sydney (Coursework Rule) 2014 Coursework Policy 2014</td>
</tr>
<tr>
<td>3.1.3</td>
<td>Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
<td>Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016 University of Sydney (Coursework Rule) 2014 Coursework Policy 2014</td>
</tr>
<tr>
<td>3.1.4</td>
<td>Each course of study is designed to enable achievement of expected learning outcomes regardless of a student’s place of</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
<td>Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016</td>
</tr>
<tr>
<td>Study or the mode of delivery.</td>
<td>University of Sydney (Coursework Rule) 2014 Coursework Policy 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.5 Where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.</td>
<td>Graduate Studies Committee Undergraduate Studies Committee Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016 University of Sydney (Coursework Rule) 2014 Coursework Policy 2014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. Research and Research Training

#### 4.1 Research

#### 4.2 Research Training

**4.2.1 (a)** Research training is guided by an institutional research training policy framework that is designed to achieve definition and recognition of the rights and responsibilities of research students and supervisors.

**4.2.1 (b)** Research training is guided by an institutional research training policy framework that is designed to achieve induction and orientation of research students and supervisors to their roles.

**4.2.1 (c)** Research training is guided by an institutional research training policy framework that is designed to achieve monitoring of the progress of research students.

**Academic Standards and Policy Committee**

**Graduate Studies Committee**

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

**Thesis and Examination of Higher Degree by Research Policy 2015**

**Thesis and Examination of Higher Degree by Research Procedures 2015**

**Supervision of Higher Degree by Research Students Policy 2013**

**Supervision of Higher Degree by Research Students Guidelines for Examiners 2015**
### 4.2.1 (d)

*Research training is guided by an institutional research training policy framework that is designed to achieve assessment and examination of students’ work*

| Academic Standards and Policy Committee |
| Graduate Studies Committee |
| HDR Examination Subcommittee |
| University of Sydney (Higher Degree by Research) Rule 2011 |
| Thesis and Examination of Higher Degree by Research Policy 2015 |
| Thesis and Examination of Higher Degree by Research Procedures 2015 |
| Thesis and Examination of Higher Degrees by Research Guidelines for Examiners |

### 4.2.1 (e)

*Research training is guided by an institutional research training policy framework that is designed to achieve independence of examiners*

| Academic Standards and Policy Committee |
| Graduate Studies Committee |
| HDR Examination Subcommittee |
| University of Sydney (Higher Degree by Research) Rule 2011 |
| Thesis and Examination of Higher Degree by Research Policy 2015 |
| Thesis and Examination of Higher Degree by Research Procedures 2015 |
| Thesis and Examination of Higher Degrees by Research Guidelines for Examiners |

### 5. Institutional Quality Assurance

#### 5.1 Course Approval and Accreditation

There are processes for internal approval of the delivery of a course of study, or, where a provider has authority to self-accredit, internal accreditation, of all courses of study leading to a higher education qualification

| Academic Standards and Policy Committee |
| University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 |
| University of Sydney (Coursework) Rule 2014 |
| University of Sydney (Higher Degree by Research) Rule 2011 |
| University of Sydney (Coursework Rule) 2014 |
| Coursework Policy 2014 |
| Learning and Teaching Policy 2015 |
| Learning and Teaching Procedures 2016 |

#### 5.1.1

Course approval and self-accreditation processes are overseen by peak institutional academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.

<p>| Academic Standards and Policy Committee |
| Graduate Studies Committee |
| Undergraduate Studies Committee |
| University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 |
| University of Sydney (Coursework) Rule 2014 |
| University of Sydney (Higher Degree by Research) Rule 2011 |
| University of Sydney (Coursework Rule) 2014 |
| Coursework Policy 2014 |</p>
<table>
<thead>
<tr>
<th>5.1.3 (a)</th>
<th>A course of study is approved or accredited, or re-approved or re-accredited, only when the course of study meets, and continues to meet, the applicable Standards of the Higher Education Standards Framework</th>
<th>Graduate Studies Committee Undergraduate Studies Committee</th>
<th>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 University of Sydney (Coursework) Rule 2014 University of Sydney (Higher Degree by Research) Rule 2011 University of Sydney (Coursework Rule) 2014 Coursework Policy 2014 Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.3 (b)</td>
<td>A course of study is approved or accredited, or re-approved or re-accredited, only when the decision to (re-)approve or (re-)accredit a course of study is informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course of study independently of the staff directly involved in those aspects of the course.</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
<td>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 University of Sydney (Coursework) Rule 2014 University of Sydney (Higher Degree by Research) Rule 2011 University of Sydney (Coursework Rule) 2014 Coursework Policy 2014 Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016</td>
</tr>
<tr>
<td>5.1.3 (c)</td>
<td>A course of study is approved or accredited, or re-approved or re-accredited, only on advice that the resources required to deliver the course as approved or accredited will be available when needed.</td>
<td>Graduate Studies Committee Undergraduate Studies Committee</td>
<td>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 University of Sydney (Coursework) Rule 2014 University of Sydney (Higher Degree by Research) Rule 2011 University of Sydney (Coursework Rule) 2014 Coursework Policy 2014 Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016</td>
</tr>
</tbody>
</table>

### 5.2 Academic and Research Integrity

**5.2.1** There are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities and institutional policies and procedures.

<p>| 5.2.1 | There are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities and institutional policies and procedures. | Academic Standards and Policy Committee | Academic Honesty in Coursework Policy 2015, Academic Honesty Procedures 2016 |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Relevant Policies and Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.2</td>
<td>Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property and to prevent recurrences of breaches.</td>
<td>Academic Standards and Policy Committee, Academic Quality Committee</td>
</tr>
<tr>
<td>5.2.4</td>
<td>Academic and research integrity and accountability for academic and research integrity are maintained in arrangements with any other party involved in the provision of higher education, including placements, collaborative research, research training and joint award of qualifications.</td>
<td>Academic Standards and Policy Committee, Academic Quality Committee</td>
</tr>
<tr>
<td>5.3 Monitoring, Review and Improvement</td>
<td>All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities.</td>
<td>Academic Quality Committee</td>
</tr>
<tr>
<td>5.3.1</td>
<td>A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students’ achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study.</td>
<td>Academic Quality Committee</td>
</tr>
<tr>
<td>5.3.2</td>
<td>Comprehensive reviews of courses of study are informed and supported by regular interim monitoring of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study.</td>
<td>Academic Quality Committee</td>
</tr>
<tr>
<td>5.3.3</td>
<td>Review and improvement activities include regular external</td>
<td>Academic Quality Committee</td>
</tr>
<tr>
<td>5.3.4 (a)</td>
<td></td>
<td>Academic Quality Committee</td>
</tr>
</tbody>
</table>

- University of Sydney (Higher Degree by Research) Rule 2011
- Research Code of Conduct 2013
- University of Sydney (Student Discipline) Rule 2016
- Academic Honesty in Coursework Policy 2015
- Academic Honesty Procedures 2016
- University of Sydney (Higher Degree by Research) Rule 2011
- Research Code of Conduct 2013
- University of Sydney (Student Discipline) Rule 2016
- Academic Honesty in Coursework Policy 2015
- Academic Honesty Procedures 2016
- Academic Standards and Policy Committee
- Academic Quality Committee
- Learning and Teaching Policy 2015,
- Learning and Teaching Procedures 2016
<table>
<thead>
<tr>
<th>Section</th>
<th>Text</th>
<th>Referred To</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3.4 (b)</td>
<td>Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.</td>
<td>Learning and Teaching Procedures 2016, Academic Quality Committee</td>
</tr>
<tr>
<td>5.3.5</td>
<td>All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.</td>
<td>Academic Quality Committee, Learning and Teaching Policy 2015, Learning and Teaching Procedures 2016</td>
</tr>
<tr>
<td>5.3.7</td>
<td>the results of regular monitoring, comprehensive reviews and external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.</td>
<td>Academic Quality Committee, Learning and Teaching Policy 2015, Learning and Teaching Procedures 2016</td>
</tr>
<tr>
<td>5.4 Delivery with Other Parties</td>
<td>When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.</td>
<td>Academic Quality Committee, Graduate Studies Committee, Undergraduate Studies Committee, Cotutelle Scheme Policy, Agreements for Educational Services Policy, Agreements for Educational Services Procedures, Student Placement Policy 2015</td>
</tr>
<tr>
<td>6. Governance and Accountability</td>
<td>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</td>
<td>Academic Quality Committee, Charter of Academic Freedom</td>
</tr>
</tbody>
</table>
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.

<p>| 6.2.1 (f) | mechanisms for competent academic governance and leadership of higher education provision and other academic activities have been implemented and these are operating according to an institutional academic governance policy framework and are effective in maintaining the quality of higher education offered. | Academic Board | University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 University of Sydney (Academic Board) Rule 2017 University of Sydney (Policies Development and Review) Rule 2011 |
| 6.3 Academic Governance | Processes and structures are established and responsibilities are assigned that collectively achieve effective academic oversight and reporting of the quality of teaching, learning, research and research training. | Academic Standards and Policy Committee | University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 University of Sydney (Coursework) Rule 2014 University of Sydney (Higher Degree by Research) Rule 2011 Coursework Policy 2014 Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016 |
| 6.3.1 (a) | Processes and structures are established and responsibilities are assigned that collectively set and monitor institutional benchmarks for academic quality and outcomes. | Academic Standards and Policy Committee Academic Quality Committee | University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 University of Sydney (Coursework) Rule 2014 University of Sydney (Higher Degree by Research) Rule 2011 Coursework Policy 2014 Learning and Teaching Policy 2015 Learning and Teaching Procedures 2016 |
| 6.3.1 (b) | Processes and structures are established and responsibilities are assigned that collectively establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered. | Academic Board | University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 |
| 6.3.1 (c) | Processes and structures are established and responsibilities are assigned that collectively provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and | Academic Standards and Policy Committee Academic Quality Committee | University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 University of Sydney (Academic Board) Rule 2017 |</p>
<table>
<thead>
<tr>
<th>6.3.2</th>
<th>Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3.2 (a)</td>
<td>Academic oversight assures the quality of teaching, learning, research and research training effectively, including by developing, monitoring and reviewing academic policies and their effectiveness.</td>
</tr>
<tr>
<td>6.3.2 (c)</td>
<td>Academic oversight assures the quality of teaching, learning, research and research training effectively, including by 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.</td>
</tr>
<tr>
<td>6.3.2 (d)</td>
<td>Academic oversight assures the quality of teaching, learning, research and research training effectively, including by maintaining oversight of academic and research integrity, including monitoring of potential risks.</td>
</tr>
<tr>
<td>6.3.2 (e)</td>
<td>Academic oversight assures the quality of teaching, learning, research and research training effectively, including by monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes.</td>
</tr>
<tr>
<td>6.3.2 (f)</td>
<td>Academic oversight assures the quality of teaching, learning, research and research training effectively, including by critically evaluating the quality and effectiveness of educational innovations or proposals for innovations.</td>
</tr>
<tr>
<td>6.3.2 (g)</td>
<td>Academic oversight assures the quality of teaching, learning, research and research training effectively, including by evaluating the effectiveness of institutional monitoring, review and improvement of academic activities.</td>
</tr>
<tr>
<td>6.3.2 (h)</td>
<td>Academic oversight assures the quality of teaching, learning, research and research training effectively, including by monitoring and reporting to the corporate governing body on...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Standards and Policy Committee</th>
<th>Academic Quality Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Sydney (Coursework) Rule 2014</td>
<td>University of Sydney (Higher Degree by Research) Rule 2011</td>
</tr>
<tr>
<td>Coursework Policy 2014</td>
<td>Learning and Teaching Policy 2015</td>
</tr>
<tr>
<td>Learning and Teaching Procedures 2016</td>
<td></td>
</tr>
<tr>
<td>Graduate Studies Committee</td>
<td>Undergraduate Studies Committee</td>
</tr>
<tr>
<td>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</td>
<td>University of Sydney (Coursework) Rule 2014</td>
</tr>
<tr>
<td>University of Sydney (Higher Degree by Research) Rule 2011</td>
<td>Coursework Policy 2014</td>
</tr>
<tr>
<td>Learning and Teaching Policy 2015</td>
<td>Learning and Teaching Procedures 2016</td>
</tr>
<tr>
<td>Academic Honesty in Coursework Policy 2015</td>
<td>Academic Honesty Procedures 2016</td>
</tr>
<tr>
<td>Assessment Procedures 2011</td>
<td>Learning and Teaching Policy 2015, Learning and Teaching Procedures 2016, Review Process for UE/Academic Board reviews of Faculties and Themes</td>
</tr>
<tr>
<td>Academic Quality Committee</td>
<td>Academic Standards and Policy Committee</td>
</tr>
<tr>
<td>University of Sydney (Academic Board) Rule 2017</td>
<td>University of Sydney (Academic Board) Rule 2017</td>
</tr>
<tr>
<td>University of Sydney (Academic Board) Rule 2017</td>
<td>University of Sydney (Academic Board) Rule 2017</td>
</tr>
</tbody>
</table>
| 6.3.3 | Students have opportunities to participate in academic governance. | Academic Board | University of Sydney (Academic Board) Rule 2017  
University of Sydney (Governance of Faculties and University Schools) Rule 2016 |
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Kate Small, University Quality Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Stephen Garton, Provost and DVC</td>
</tr>
<tr>
<td>Paper title</td>
<td>TEQSA update (November 2017)</td>
</tr>
<tr>
<td>Purpose</td>
<td>Monthly update on the University’s re-registration with TEQSA. This month: 3 months to go; confirmed table of evidence; context statements; assessment timelines</td>
</tr>
</tbody>
</table>

RECOMMENDATIONS

That the Academic Board note the status and timeline for the TEQSA re-registration process.

BACKGROUND

As previously reported to the Board, the University of Sydney is required to apply to TEQSA for continuing registration under the Higher Education Standards Framework (Threshold Standards) 2015 by 28 February 2018, six months before the expiry of our current registration in August 2018. The University’s application is being prepared by the University Quality Manager under the guidance of a University-wide TEQSA Working Group. The University has been in liaison with TEQSA about the scope of the re-registration review for several months, and in late October provided TEQSA with a proposed list of evidence to address the Standards selected by TEQSA for assessment (student support services, student grievances and complaints, governance, quality assurance and representation to students).

Re-registration timeline

<table>
<thead>
<tr>
<th>Re-registration task</th>
<th>Date</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal liaison with TEQSA re application scope</td>
<td>Jan – Sept 17</td>
<td>✔</td>
</tr>
<tr>
<td>TEQSA to provide a draft scope and evidence requirements</td>
<td>Sept 2017</td>
<td>✔ 21 Sep</td>
</tr>
<tr>
<td>Finalise scope and evidence requirements with TEQSA</td>
<td>Oct 17</td>
<td>✔ 9 Nov</td>
</tr>
<tr>
<td>Collate evidence in consultation with faculties and portfolios</td>
<td>Oct-Dec 17</td>
<td>In progress – 50% complete</td>
</tr>
<tr>
<td>Draft context statements for each section of the application</td>
<td>Nov-Dec 17</td>
<td>In progress – 10% complete</td>
</tr>
<tr>
<td>Review and proofing of application</td>
<td>Jan 2018</td>
<td></td>
</tr>
<tr>
<td>Application approved by UE and submitted</td>
<td>Feb 2018</td>
<td></td>
</tr>
</tbody>
</table>

ISSUES

On 9 November 2017, TEQSA wrote to the University accepting our proposed list of evidence and providing a confirmed table of evidence requirements. Along with the documents listed in this table, the University must submit approximately six brief (2 page) statements contextualising this evidence. The University Quality Manager is drafting these statements in consultation with the relevant portfolios. Final versions will be reviewed and approved by UE prior to submission to TEQSA.

The University’s 70-document submission to TEQSA will be lean in comparison with recent re-registration applications from other institutions including UNSW (129 documents) and the University of Wollongong (400 documents for two related applications for UoW and UoW Dubai). This is a result of a number of factors including careful curation of our evidence proposal, a deliberate effort to minimise the administrative impost of the re-registration process on faculties and portfolios, and the University’s relative transparency in relation to the public availability of key types of information including policies, Academic Board agendas and minutes and data on educational integrity.
Non-Confidential

The University should expect that it will take TEQSA a considerable length of time to assess our application. TEQSA’s Annual Report 2016-2017, released in October 2017, indicates that the median duration for assessment of re-registration applications in 2016-2017 was 377 days, with only 8% (two of 25 applications) finalised in less than 6 months. As our application follows closely behind applications from UoW (late Sep), UNSW (late Oct) and UWS (mid-Nov), it appears likely that our application will not be finalised until 2019. Where it has not completed an assessment for re-registration by the expiry of a provider’s current registration, TEQSA may extend that provider’s application on a month-by-month basis until the assessment is complete.

ATTACHMENTS

Attachment 1: Confirmed Evidence Table for Renewal of Registration
This is the confirmed evidence table for an application for renewal of registration under the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework). The evidence requirements listed in this document have been derived from the relevant application guide (available on the TEQSA website at http://www.teqsa.gov.au/applying-under-the-new-standards) and tailored specifically for the provider, taking into account the provider's circumstances, risk profile, regulatory history, and history of higher education delivery, as well as documents and evidence already held by TEQSA.

Before you start working on this application:
1. Read the application guide and review the templates provided for use with this application (details below)
2. Read the Guidance Note on Naming Conventions for Evidence (available in the online application form or at: http://www.teqsa.gov.au/applying-under-the-new-standards)

Assessment Scope
All applicants must submit the evidence required, as outlined in the application guide. Evidence requirements are described using generic terms - naming conventions may differ between providers. Refer to the HES Framework for further clarification on specific requirements, or contact your case manager.

The online application form contains separate sections for the provision of core and extension to core evidence. Your case manager will determine whether any extension to core evidence is required for your application. Evidence should be attached in the relevant section of the online application form, as indicated in the ‘online form ref’ column of the confirmed evidence table. Only provide the information and evidence listed in this document.

TEQSA Templates
The confirmed evidence table and online application form both specify where use of a TEQSA template is required. Templates can be accessed via the online application form (within the provider portal). Templates can also be viewed via the TEQSA website as a PDF package at: http://www.teqsa.gov.au/applying-under-the-new-standards.

If you have been asked to provide evidence beyond the core assessment scope, your case manager will need to provide you with copies of any relevant TEQSA templates, as these are not available on the provider portal or the TEQSA website. Please discuss this requirement with your case manager.

To complete the Confirmed Evidence Table for Renewal of Registration:
1. List all evidence provided in the ‘Applicant to complete’ columns of the attached Confirmed Evidence Table for Renewal of Registration. Confirm that you have attached the required evidence in the relevant section of the online form by entering Y/N in the associated checklist column. If all required evidence is provided, enter “Y” once per cell. If any required evidence is not provided, indicate “N” with an explanation in the cell.
2. Once completed, this document must be uploaded to the online portal in Microsoft Word format (in section E.1 of the online application form). PDFs will not be accepted by TEQSA.
Structure of the HES Framework

There are seven Domains within the HES Framework, and each Domain (e.g. 1) contains Sections (e.g. 1.1). Within Sections are Standards (e.g. 1.1.2), and some of the Standards contain a stem followed by paragraphs (e.g. 1.1.2a). These levels are illustrated below.

1. Student Participation and Attainment
   1.1 Admission
      1. Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.
      2. The admissions process ensures that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including:
         a. all charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies
         b. policies, arrangements and potential eligibility for credit for prior learning; and
         c. policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.
Applicant Name: The University of Sydney

Confirmed Evidence Table for Renewal of Registration

Table 1. Renewal of registration evidence requirements

The Domain and Section references in this table relate to Part A of the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework). The numbering in the 'Indicative evidence requirements' column does not reflect the numbering in the HES Framework.

<table>
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<tr>
<th>SECTION</th>
<th>INDICATIVE EVIDENCE REQUIREMENTS</th>
<th>ONLINE FORM REF.</th>
<th>TEQSA TEMPLATE (IF APPLICABLE)</th>
<th>ATTACHMENT NAME (DOCUMENT TITLE/URL)</th>
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<td>DOMAIN 1. STUDENT PARTICIPATION AND ATTAINMENT</td>
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<td>DOMAIN 2. LEARNING ENVIRONMENT</td>
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<tr>
<td>2.3</td>
<td>Description of the nature and extent of student support services, and related analysis of student needs (specifying which are to be provided by the applicant and which are to be provided by third parties)</td>
<td>C.2.2</td>
<td></td>
<td>• Specialist Advice Guide: A Guide for Staff to Assist Students Access the Right Support at the Right time (2017)</td>
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<td>• International Student Experience Taskforce report (due Dec17)</td>
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<td>• Student Wellbeing Report (2014) and implementation reports (Senate Education and Risk Committee (SERC) (2015-16)</td>
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<td></td>
<td>• Student Support Services Update - Orientation (SERC Apr17)</td>
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<td>2.4</td>
<td>Most recent review report (and actions arising from it) or other evidence on the effectiveness of student grievance and complaint processes showing current trends</td>
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<td>• Learning Analytics “Track and Connect” project (proof-of-concept due Nov17)</td>
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<td>• Industry and Community Placements report (University Executive (UE) Oct17)</td>
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<td>• Taskforce on Academic Advice - ToR and sample docs (docs TBC – taskforce commences early 2018)</td>
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<td>• Last 12 months minutes of UE Student Life Committee</td>
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<td>• Student Experience: Student Report to Academic Board (Oct17)</td>
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<td>• Student Conduct, Complaints and Investigations Improvements (Senate Safety and Risk Management Committee (SSRMC) Apr17)</td>
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<td></td>
<td>• DVC Registrar's Report on Complaints</td>
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Applicant Name: The University of Sydney

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<td>Handling (UE Feb17)</td>
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<td></td>
<td>• Student Code of Conduct; Bullying</td>
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<td>Harassment and Discrimination</td>
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<td>Complaints Policy (all revised in</td>
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<td>• 2017 Complaints and appeals register</td>
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<td>• 2015-2016 Student Misconduct report</td>
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**DOMAIN 3. TEACHING**

No core standards

**DOMAIN 4. RESEARCH AND RESEARCH TRAINING (if applicable)**

No core standards

**DOMAIN 5. INSTITUTIONAL QUALITY ASSURANCE**

5.1 For providers with self-accrediting authority with TEQSA only, provide sample course accreditation proposals (including outcomes of course reviews) as agreed with case manager

C.5.1

• Bachelor of Commerce
  • Course review report (2015);
  • Course amendment proposals x2 (2015);
## Applicant Name: The University of Sydney

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<td>BCom proposal and approval (new UG curriculum) (2017)</td>
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<td>Doctor of Medicine</td>
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<td>Australian Medical Council (AMC) Accreditation (2015); AMC Progress report (2017); MD Quality Event Summary (2016); Course proposal and approval (2013)</td>
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<td>Master of Education</td>
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<td>Course review report (est. Jan2018); AQF review (2013)</td>
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<td>Bachelor of Information Technology</td>
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<td>Australian Computing Society Accreditation Report (2014); Course development report (2015); proposal and approval for replacement degree, Bachelor of Advanced Computing (new UG)</td>
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### TEQSA Evidence Table for Application for Renewal of Registration Extension to Core

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<tbody>
<tr>
<td>5.1</td>
<td>Last twelve months of minutes from meetings of academic governing body and any sub-committee with responsibility for course approval</td>
<td>C.5.1</td>
<td></td>
<td>curriculum) (2016)</td>
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<td>Master of Public Health &amp; nested Graduate Diploma</td>
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<td>Course review (2016); Course Amendment Proposal (2016); AQF review (2014)</td>
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<td>Last 12 months minutes of Academic Board</td>
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<td>Last 12 months minutes of Undergraduate Studies Committee</td>
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<td>Last 12 months minutes of Graduate Studies Committee</td>
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<td></td>
<td>Last 12 months minutes of Curriculum and Course Planning Committee</td>
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<td>Review of all award courses to ensure compliance with the Australian Qualifications Framework (AQF) (2012-2014)</td>
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<td>Sample AQF reviews</td>
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<td>SECTION</td>
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<td>5.2</td>
<td>Most recent review report (and actions arising from it) or other evidence on effectiveness of academic integrity processes</td>
<td>C.5.1</td>
<td></td>
<td>for Master of Public Health and Master of Education (per course accreditation and reviews above at 5.1)</td>
<td></td>
</tr>
</tbody>
</table>
| 5.3     | Most recent review reports to governing body on progress against organisational targets (including teaching and learning targets and student performance) and other sample interim monitoring reports as agreed with case manager | C.5.1           |                                | • Last 12 months minutes of Academic Standards and Policy Committee  
• Academic Misconduct Taskforce Update Report (2016)  
• Educational Integrity Trend Report (s1, 2017)  
• Implementation of the University’s 2016-2020 Strategy to Transform the Undergraduate Curriculum (2016-2017)  
• Education Strategy Discussion papers x2 (2015)  
• Education Strategy (2016-2020)  
• The Sydney Undergraduate Experience (Presentation by DVC) |               |                   |
Applicant Name: The University of Sydney

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<tr>
<td>5.3</td>
<td>Most recent review report(s) (and actions arising) or other evidence of effectiveness of assessment (may include benchmarking reports) and assurance of learning</td>
<td></td>
<td>C.5.1</td>
<td>Education to Senate Mar17) • Curriculum Reform Pack (Liberal Studies UG) (Academic Board USC Oct16) • Annual Strategy Report (Senate Mar17) • Last 12 months minutes of SERC (includes reports on Student Satisfaction and Consolidated Survey Results and KPIs)</td>
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<tr>
<td>6.1-6.3</td>
<td>Overview of governance and accountability framework, including organisational charts of corporate structure (in the case of subsidiaries of corporate groups) and governance structure (see Appendix A of this</td>
<td></td>
<td>C.6.2</td>
<td>Assessment Working Group Report (Nov17) • Sample of 2017 Quality Verification System (QVS) benchmarking reports: BIOL3007, LAWS5180, EDMT6012</td>
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### Applicant Name: The University of Sydney

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<tr>
<td>6.1</td>
<td>Last twelve months of minutes from meetings of corporate governing body</td>
<td>C.6.1</td>
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<td>of governance arrangements and obligations with residential colleges</td>
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<td>To be addressed in context statement</td>
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<td>• Sample joint incident investigation protocol</td>
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<td>6.1</td>
<td>Evidence about the corporate governance planning, reporting and monitoring framework, including:</td>
<td>C.6.2</td>
<td></td>
<td>• Last 12 months minutes of UE Student Consultative Committee</td>
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<td>• policy framework and reporting arrangements for:</td>
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<td>• Last 12 months minutes of UE Student Life Committee</td>
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<td>• well-being of students and staff</td>
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<td>• Governance of Faculties and University Schools Rule 2016</td>
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<td></td>
<td>• information provision to students</td>
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<td></td>
<td>• Sample policy development and amendment proposals from 2016 (Student Code of Conduct, Bullying Harassment and Discrimination Prevention Policy,</td>
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<td>SECTION</td>
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<td>6.2</td>
<td>Reports on the effectiveness of:</td>
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<td>C.6.1</td>
<td>Resolution of Complaints Policy</td>
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<td></td>
<td>• the risk management system, and</td>
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<td>See also Student Experience Report (as above) (Academic Board minutes Oct 2017)</td>
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<td>• the controls in place for major strategic risks</td>
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<td>6.3</td>
<td>Most recent report of independent review of the effectiveness of the governing body and academic governance processes, and actions arising</td>
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<td>C.6.1</td>
<td>Last 12 months minutes of Finance and Audit Committee</td>
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<td>Last 12 months minutes of Safety and Risk Management Committee</td>
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<td>Risk Management Framework Proposal (Senate Mar17)</td>
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<td>Risk Management Framework (inc. Risk Matrix and Risk Appetite)</td>
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<td>Enterprise Risk Register</td>
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<td>Risk Update Report (SSRMC Oct17)</td>
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<td>Senate Review (2015 and 2012)</td>
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<td>Academic Board Review (2017)</td>
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<td>Byrne review (2016) of University’s health and</td>
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Applicant Name: The University of Sydney

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**DOMAIN 7. REPRESENTATION, INFORMATION AND INFORMATION MANAGEMENT**

7.1  
- Most recent review report on the performance of agents, and actions arising

C.7.1  
- Standard agreement template for agents
- Agent Performance Committee Terms of Reference; sample agenda and minutes
- Framework for agent selection and brand approval process
- Sample agent performance report/s

Table 2. Declaration

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</table>
### Table 3. Consultants

If any consultants have been used in the development of evidence provided in this application to TEQSA, or provided support to the application overall, please provide TEQSA with a list of the name(s) of the consultant(s) in the table below, along with the name of the specific evidence attached or nature of the support provided to this application. Further, please describe whether the consultant(s) will have a continuing role with the applicant and, if so, the terms of their continuing engagement (including the period of engagement and whether the engagement is on a full time, part time or contractual basis).

<table>
<thead>
<tr>
<th>NAME OF CONSULTANT(S)</th>
<th>ATTACHMENT NAME (if applicable) OR NATURE OF SUPPORT PROVIDED</th>
<th>NATURE OF CONTINUING ROLE</th>
</tr>
</thead>
</table>

---

**Applicant Name: The University of Sydney**
Appendix A¹

Overviews
Overviews are designed to orient TEQSA staff and external experts to the evidence being presented, how it fits together, and how it ensures that a provider will meet the requirements in one or more sections of the HES Framework. Each overview should be no more than two A4 pages long, except in the case of Domain 6 - Governance and Accountability, which can have up to two pages per section.

Each overview should be structured with the following headings:

1. **Objective:** what are these arrangements designed to achieve?
2. **Framework:** describe the framework of policies and procedures that are being put in place, pointing out the key features.
3. **Resources (if applicable):** what resources are being put in place to support achievement of the objective? Note any capital allocations and timelines of development.
4. **Rationale:** explain how the framework and the resources will ensure that the objective is achieved and the relevant Standards are met.

¹ Derived from Appendix B of the Application Guide for Initial Registration as a New Higher Education Provider.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Matthew Charet (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.

HONOURS AND DISTINCTIONS

Professor Lisa Bero, Faculty of Pharmacy
Elected to the Collegium Ramazzini.

Professor Jeremy Chapman, Sydney Medical School
Inducted as a Fellow of the Australian Academy of Health and Medical Sciences.

Professor Jacob George, Sydney Medical School
Inducted as a Fellow of the Australian Academy of Health and Medical Sciences.

Professor Philip Hogg, Sydney Medical School
Inducted as a Fellow of the Australian Academy of Health and Medical Sciences.

Professor Edward Holmes, Sydney Medical School
Winner of the NSW Premier's Prize for Science and Engineering, in the area of Biological Sciences.

Professor Nalini Joshi, Faculty of Science
Honoured with a Payne-Scott Professorial Distinction for contributions to the University across all areas of leadership, teaching and research.

Professor Judith Kay, Faculty of Engineering & Information Technologies
Honoured with a Payne-Scott Professorial Distinction for contributions to the University across all areas of leadership, teaching and research.

Professor David Le Couteur, Sydney Medical School
Inducted as a Fellow of the Australian Academy of Health and Medical Sciences.

Professor Georgina Long, Sydney Medical School
Inducted as a Fellow of the Australian Academy of Health and Medical Sciences and awarded the NSW Premier's Award for Excellence in Translational Cancer Research.

Dr Elizabeth New, Faculty of Science
Winner of the Rennie Medal for early-career researchers, awarded by the Royal Australian Chemical Institute.

Professor Philip Poronnik, Sydney Medical School
Honoured with a Payne-Scott Professorial Distinction for contributions to the University across all areas of leadership, teaching and research.
Non-Confidential

Professor Roger Reddel, Sydney Medical School
Inducted as a Fellow of the Australian Academy of Health and Medical Sciences.

Professor Anna Reid, Head of School and Dean, Sydney Conservatorium of Music
Elected to the Global Music Education League.

Dr Lynette Riley, Sydney School of Education and Social Work
Appointed to the National Aborigines and Islanders Day Observance Committee (NAIDOC).

Professor David Schlosberg, Faculty of Arts & Social Sciences
Honoured with a Payne-Scott Professorial Distinction for contributions to the University across all areas of leadership, teaching and research.

Professor Richard Scolyer, Sydney Medical School
Inducted as a Fellow of the Australian Academy of Health and Medical Sciences and awarded the NSW Premier's Award for Excellence in Translational Cancer Research.

Professor Markus Seibel, Sydney Medical School
Inducted as a Fellow of the Australian Academy of Health and Medical Sciences.

Professor Catherine Sherrington, Sydney Medical School
Inducted as a Fellow of the Australian Academy of Health and Medical Sciences.

Professor Tania Sorrell, Sydney Medical School
Honoured with a Payne-Scott Professorial Distinction for contributions to the University across all areas of leadership, teaching and research.

Professor Xiaoke Yi, Faculty of Engineering & Information Technologies
Winner of the Bradfield Award, a NSW Government-sponsored award presented by Engineers Australia.
Non-Confidential

Author | Matthew Charet, Committee Officer
Reviewer/Approver | Associate Professor Tim Wilkinson, Chair, Admissions Committee
Paper title | Report of the Admissions Committee
Purpose | To advise the Academic Board of the outcomes of the Admissions Committee’s meeting held by circulation on 14 November 2017

RECOMMENDATION

That the Academic Board note the report of the meeting of the Admissions Committee held by circulation on 14 November 2017 and

(1) approve the proposal from the Admissions Office that the Irish Leaving Certificate undertaken from 2017 onwards be assessed for admission to the University of Sydney using the revised schedule S9266, which includes new grades and tariff as allocated by the Irish Central Applications Office, with immediate effect.

ITEMS FOR APPROVAL

7.1 **UAC Schedules: Irish Leaving Certificate**

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

OTHER BUSINESS

The Admissions Committee also:

- received and noted the report of the Academic Board meeting held on 10 October 2017; and
- considered a proposal from the Faculty of Arts and Social Science to change the IELTS requirements for admission to the Executive Master of Arts and Social Sciences. This proposal was referred back to the faculty for further development.

Full agenda papers are available from the Admissions Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/admissions/2017/20171114-Admissions-Agenda-Pack.pdf

Associate Professor Tim Wilkinson
Chair, Admissions Committee
RECOMMENDATION

That the Irish Leaving Certificate undertaken from 2017 onwards be assessed for admission to the University of Sydney using the revised schedule S9266, which includes new grades and tariff as allocated by the Irish Central Applications Office.

EXECUTIVE SUMMARY

The State Examinations Commission has introduced a new grading scale for all Irish Leaving Certificate subjects undertaken in 2017 and onwards. The new scale reduces the number of grades from 14 to 8.

The new grades have been allocated amended Central Applications Office points (see attachment), which are used for higher education entry in Ireland.

The Universities Admissions Centre will be assessing applicants presenting the Irish Leaving Certificate from 2017 against their existing Schedule (see attachment). In order to provide a basis for assessing the new results that is also consistent with the UAC schedule, it is proposed that the University adopt the same approach.

Implementation will be immediate for applicants presenting the new grades.
Recent changes to the ILC

The State Examinations Commission has introduced a new grading scale for all Irish Leaving Certificate subjects undertaken in 2017 and onwards. The new scale reduces the number of grades from 14 to 8. Higher Level subjects are now marked a scale from H1 (highest) to H8 (lowest); Ordinary Level subjects are marked using O1 (highest) to O8 (lowest).

The new grades have also been allocated amended Central Applications Office\(^1\) (CAO) points, which are used for higher education entry in Ireland.

*Table 1: Grades and CAO points for 2017 and onwards*

<table>
<thead>
<tr>
<th>Higher Level grades</th>
<th>CAO points</th>
<th>Ordinary Level grades</th>
<th>CAO points</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H2</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H3</td>
<td>77</td>
<td></td>
<td></td>
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<tr>
<td>H4</td>
<td>66</td>
<td></td>
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<td>H5</td>
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<td>O1</td>
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<td>H6</td>
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<td>H7</td>
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<td>O4</td>
<td>28</td>
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<td></td>
<td></td>
<td>O5</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O8</td>
<td>0</td>
</tr>
</tbody>
</table>


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\(^1\) The Central Applications Office (CAO) processes applications for undergraduate courses offered by Irish Higher Education Institutions (HEIs). The CAO converts the results of the Leaving Certificate examinations at both Higher and Ordinary Levels to ‘CAO points’, which are consistent with UCAS Tariffs.
Comparability of qualification

At our last review, E/Professor George Cooney evaluated the 2013 examination papers in a range of Leaving Certificate subjects and considered these to be equivalent to their NSW HSC counterparts. It appears from information we have to date that the level at which the Leaving Certificate is pitched has not changed.

Attachment 1 is an extract from the report of the 2014 CAPS meeting.

Review of schedule

The State Examinations Commission has yet to release the final grade distributions for the 2017 cohort. UAC will review schedule S9266: Republic of Ireland Leaving Certificate or equivalent 1992 and onwards when the required data becomes available. Attachment 2 is a copy of S9266.

Assessing 2017 results for 2018 admissions

Pending creation of a new schedule, we will assess the 2017 results on schedule S9266 using the amended grades and CAO points in Table 1. We will also continue to calculate the aggregate from the six Leaving Certificate subjects with the best CAO points in the one attempt.²

This will allow institutions to consider applicants presenting 2017 results for semester 1 courses in the current admissions cycle.

For information only

² Refer to footnote ‘b’ on schedule S9266 – see Attachment 2.
Extract from the report of the 2014 CAPS meeting

4.2 S9226: Republic of Ireland Leaving Certificate (1992 and onwards) – review of schedule

Ms Rosario Esguerra reported that the review of schedule S9226: Republic of Ireland Leaving Certificate was based on published data on the overall performance of Irish students in the Program for International Student Assessment (PISA), which indicated that they are similar to that of Australian students, as well as an evaluation of the examination papers in a range of Leaving Certificate subjects, which indicated they are equivalent to their NSW HSC counterparts.

She further noted that the recommendations on the assessment of the Ireland Leaving Certificate are in line with how the qualification is used for entry to university in Ireland and the United Kingdom.

Members accepted the recommendations proposed by UAC without discussion.

The sub-committee recommends that the Users Committee accept the following recommendations:

1. That the Irish Leaving Certificate and Leaving Certificate Vocational program undertaken from 1992 onwards be assessed on revised schedule S9266.

2. Convert Leaving Certificate grades in the one attempt to Central Application Office (CAO) points as follows:

<table>
<thead>
<tr>
<th>Leaving Certificate grade</th>
<th>CAO points at Higher Level</th>
<th>AO points at Ordinary Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>100</td>
<td>60</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>D3</td>
<td>45</td>
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</tr>
</tbody>
</table>
3. Calculate the aggregate from the six Leaving Certificate subjects with the best CAO points in the one attempt. CAO points cannot be aggregated from subjects from separate attempts.

4. That a minimum of four Higher Level subjects must be presented for the qualification to be assessed as required by UK institutions of higher education.
<table>
<thead>
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<th>Aggregate</th>
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</tbody>
</table>

a. Scrúdú na hArdteistiméireachta (Leaving Certificate) or Teastas Máithreánach (Matriculation Certificate of the National University of Ireland or Matriculation Certificate of the University of Dublin – Trinity College) or Leaving Certificate Vocational program. The Leaving Certificate Applied program is not assessed on this schedule.

b. A minimum of 4 Higher Level subjects must have been undertaken. Calculate the aggregate from six Leaving Certificate subjects with the best Central Application Office (CAO) points in the one attempt. CAO points are calculated from subjects undertaken in the one attempt at the Leaving Certificate instead of aggregated from subjects from separate attempts.
c Convert Leaving Certificate grades at Higher Level to Central Application Office (CAO) points as follows: A1 = 100, A2 = 90, B1 = 85, B2 = 80, B3 = 75, C1 = 70, C2 = 65, C3 = 60, D1 = 55, D2 = 50 and D3 = 45. Convert grades at Ordinary Level as follows: A1 = 60, A2 = 50, B1 = 45, B2 = 40, B3 = 35, C1 = 30 and C2 = 25.

d Check the AQM 1-C for more information on how to assess this qualification.

Note: The Irish Leaving Certificate (1991 and earlier) is assessed on schedule S9265.
RECOMMENDATION

That the Academic Board note the report from meeting of the Undergraduate Studies Committee held on 7 November 2017 and:

(1) approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2018;

(2) approve the proposal from the Faculty of Science to amend the Bachelor of Psychology and approve the amendment of the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2019;

(3) approve the proposal from the Faculty of Science to amend the Bachelor of Science, Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics) Bachelor of Science/Bachelor of Arts, Bachelor of Liberal Arts and Science, Bachelor of Psychology, Bachelor of Science / Bachelor of Laws, Bachelor of Science / Master of Nutrition and Dietetics, Bachelor of Science (Advanced) / Doctor of Dental Medicine and Bachelor of Science (Advanced) / Doctor of Medicine and approve the amendments to course resolutions and tables of units of study arising from the proposal, with effect from 1 January 2018; and

(4) approve the proposal from the Faculty of Science to amend the Bachelor of Medical Science, Bachelor of Medical Science (Honours) and Bachelor of Medical Science / Doctor of Medicine award courses and approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2018.

ITEMS FOR DECISION

8.1 **Conservatorium**: Bachelor of Music (Composition)

8.2 **DVC Education Portfolio**: Curriculum Framework for a Research-Pathway Masters Degree and Vertically-Integrated Masters Degree

This proposal was endorsed for presentation to the Academic Board and is included on the agenda as part of the Report of the Graduate Studies Committee.

8.3 **Science**: Bachelor of Psychology

This proposal was endorsed for presentation to the Academic Board subject to further consultation with the Faculty of Arts and Social Sciences and endorsement of an amended proposal by the Board of Interdisciplinary Studies. Consultation has now taken place, the Board of Interdisciplinary Studies has provided feedback, and a final revised version of this proposal is presented for approval by the Academic Board.

8.4 **Science**: Bachelor of Science / Master of Mathematics

This proposal was endorsed for presentation to the Academic Board and is included on the agenda as part of the Report of the Graduate Studies Committee.

8.5 **Science**: Changes to pre-2018 curriculum courses

At the meeting of 4 July 2017, the Committee endorsed for approval by the Academic Board a number of minor amendments to pre-2018 versions of a number of award courses. Incomplete
Non-Confidential

versions of these proposals were included in the agenda papers for – and subsequently approved by – the Academic Board meeting of 25 July 2017. To correct this error, the following proposals, as endorsed by the Committee, are presented to the Academic Board for formal approval:

- Bachelor of Science
- Bachelor of Science (Advanced)
- Bachelor of Science (Advanced Mathematics)
- Bachelor of Science / Bachelor of Arts
- Bachelor of Liberal Arts and Science
- Bachelor of Psychology
- Bachelor of Science / Bachelor of Laws
- Bachelor of Science / Master of Nutrition and Dietetics
- Bachelor of Science (Advanced) / Doctor of Dental Medicine
- Bachelor of Science (Advanced) / Doctor of Medicine.

8.6 Science: Bachelor of Medical Science – pre-2018 curriculum changes

At the meeting of 4 July 2017, the Committee endorsed for approval by the Academic Board minor amendments to the pre-2018 Bachelor of Medical Science and related degrees, incorrect paperwork for which was presented to and approved by the 25 July meeting of the Academic Board. To correct this error, the versions of these proposals as endorsed by the Committee, are presented to the Academic Board for formal approval.

ITEMS FOR NOTING

The Undergraduate Studies Committee also:

- received a report from the Chair;
- noted the report of the Academic Board meeting of 10 October 2017;
- considered a number of course amendment proposals from the Faculties of Arts and Social Sciences, Science, and Engineering & Information Technologies and recommended that these proposals be referred back to the appropriate faculties for further development;
- noted the report, Assessment: A University-wide Approach and endorsed the recommendations set out in the report (included on the Academic Board agenda as Item 3.2); and
- noted response papers from the Education Portfolio regarding a number of course amendment proposals.

Full agenda papers are available from the Undergraduate Studies Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/undergraduate-studies/2017/20171107-USC-agenda-pack-v2.pdf

Associate Professor Wendy Davis
Chair, Undergraduate Studies Committee
<table>
<thead>
<tr>
<th>Author</th>
<th>Adrienne Sach, School General Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>USC</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minor Course Amendment for Bachelor of Music</td>
</tr>
</tbody>
</table>

**Purpose**

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

To amend the number of Principal Study credit points required for the Bachelor of Music (Composition Stream) in the coursework resolutions.

**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music; and

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

**EXECUTIVE SUMMARY**

The number of credit points stated in the Bachelor of Music resolutions for Principal Study in Composition is incorrect. The total number should be 36 credit points and the number of elective units should be 30 credit points.

**ATTACHMENTS**

Attachment 1: minor course amendment proposal
Attachment 2: course resolution amendment
Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music

Contact person: Adrienne Sach

1. Name of award course
   Bachelor of Music

2. Purpose of proposal
   To amend the course resolutions for the Bachelor of Music (Composition stream) to the correct number of credit points required for Composition Principal Study units of study and electives. In the 2016 draft of the new combined Bachelor of Music resolutions, the number of credit points for principal study units was entered at the same level as the performance stream which was incorrect. The performance stream has 12 credit point Principal Study 5 and 6 units, whereas the Composition stream has 6 credit point Principal Study 5 and 6 units. This means the total number of credit points for Composition Principal Study should be 36 not 48, and the number of elective units should be 30 not 18 credit points.

3. Details of amendment
   (1) Requirements for the Composition stream
       To qualify for the award of the pass degree in the Composition stream, a candidate must successfully complete 192 credit points comprising:
       (a) 48-36 credit points of Composition Principal Study units of study;
       (b) 27 credit points in Music Skills units of study, including 3 credit points of Music Technology;
       (c) 24 credit points of Music Analysis, History and Culture Studies units of study;
       (d) 3 credit points of Performance units of study;
       (e) 36 credit points of Composition discipline units of study as set out in the Pathway Table for this degree;
       (f) 24 credit points of Final Year Project units of study;
       (g) 12 credit points of electives related to the project area of study;
       (h) 48-30 credit points of elective units of study.

4. Transitional arrangements
   N/A

5. Other relevant information

6. Signature of Dean (Acting)

   [Signature]

   Professor Matthew Hindson
   (Deputy HOS and Deputy Dean)
Bachelor of Music

Bachelor of Music

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPMUSICCM5000</td>
<td>Bachelor of Music</td>
</tr>
<tr>
<td>BHMUSSTH1000</td>
<td>Bachelor of Music (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Streams

(a) The Bachelor of Music is available in the following streams:
   (b) Composition
   (c) Music Education
   (d) Performance

(2) The requirements for the completion of each stream are as specified in these resolutions and in the Table of Units of Study for Undergraduate Degrees for the Sydney Conservatorium of Music. Candidates wishing to enter or exit a stream or transfer between streams should contact the University school.

(3) Bachelor of Music Candidates in the Bachelor of Music who are not undertaking a stream must complete a program or a major.

4 Cross-faculty management

The Head of School and Dean of the Sydney Conservatorium of Music shall exercise authority in any matter concerned with the Bachelor of Music and the Bachelor of Music (Honours) not otherwise dealt with in these resolutions.

5 Admission to candidature

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

(2) In addition, admission to this course requires the applicant to complete a music skills or jazz aptitude test. If applying for a stream, fulfil any stream-specific admission requirements; or:
   (a) Present a portfolio of work and attend an interview, or
   (b) Undertake a practical audition in a nominated instrument or voice, or
   (c) Present an example of recent written work and attend an interview

(3) Admission requirements for specific streams:
   (a) Applicants for the Performance stream must undertake a practical audition in their nominated instrument or voice. The results of this process will form part of the ranking of applicants;
   (b) Applicants for the Composition stream must submit three compositions in different performance media and attend an interview. The results of this process will form part of the ranking of applicants;
   (c) Applicants for the Music Education stream must either undertake a practical audition (instrument or voice), or submit composition works, or present recent written work, as well as attend an interview. The results of this process will form part of the ranking of applicants.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in:
   (a) the Table of units of study for Undergraduate Degrees for the Sydney Conservatorium of Music
   (b) the Pathway Tables for the Bachelor of Music
   (c) Table S from the Shared Pool of Undergraduate Degrees
   (d) Table O (the Open Learning Environment)
   (e) Unless otherwise indicated in these resolutions the Table of Units of study, the Pathway Tables, Table S and Table O mean the tables specified here.

(2) To qualify for the award of the Bachelor of Music candidates must complete 192 credit points as specified below, and, if completing a stream, satisfy requirements for the stream

(3) Bachelor of Music Candidates in the Bachelor of Music who are not undertaking a stream must complete a program or a major.

(4) Requirements for a program

To qualify for the award of the pass degree with a Program, a candidate must successfully complete 192 credit points, comprising:
   (a) 60 credit points of units of study in either of the following disciplinary areas, as set out in the Pathway Tables.
(i) Contemporary Music Practice  
(ii) Creative Music  
(iii) Digital Music and Media  
(iv) Improvised Music  

(b) 24 credit points of Music Skills units of study  
(c) 24 credit points of Music Analysis, History and Culture Studies units of study  
(d) 24 credit points of Final Year Project units of study  
(e) 12 credit points of electives related to the project area of study  
(f) 48 credit points of elective units of study  

(5) Requirements for a major  
(a) A major requires the completion of 48 credit points as set out in the Learning and Teaching policy according to one of the following patterns of 6 credit point units:  
(i) 2x1000-level units, 2x2000-level units and 4x3000 level units; or  
(ii) 2x1000-level units, 3x2000-level units and 3x3000 level units.  
(b) For any individual student’s enrolment a unit of study will only contribute towards one major except where otherwise approved by the faculty/University school.  

(6) Requirements for a minor  
(a) A minor requires the completion of 36 credit points as set out in the Learning and Teaching policy according to one of the following patterns of 6 credit point units:  
(i) 2x1000-level units, 2x2000-level units, and 2x3000-level units; or  
(ii) 2x1000-level units, 3x2000-level units and 1x3000-level unit.  
(b) Units of study contributing towards one minor may not contribute toward any other major completed except where otherwise approved by the faculty/University school.  
(c) To qualify for the award of the pass degree with a Major, a candidate must successfully complete 192 credit points including a minimum of 48 credit points from a designated major in Musicology, comprising:  
(i) 48 credit points in Musicology units of study, as set out in the Pathway Table  
(ii) 24 credit points in Music Skills units of study  
(iii) 24 credit points of Music Analysis, History and Culture Studies units of study  
(iv) 24 credit points of Final Year Project units of study  
(v) 12 credit points of electives related to the project area of study  
(vi) 60 credit points of elective units of study  

(7) Requirements for the Performance stream  
To qualify for the award of the pass degree in the Performance stream, a candidate must successfully complete 192 credit points comprising:  
(a) 48 credit points of Principal Study units of study  
(b) 12 credit points in Music Theory units of study;  
(c) 12 credit points of Aural Skills units of study;  
(d) 24 credit points of Analysis, History and Culture Studies units of study  
(e) 24 credit points of Final Year Project units of study  
(f) 12 credit points of related project area units of study;  
(g) 60 credit points of elective units of study as set out in the Pathway Tables for specific Principal Study areas;  

(8) Principal study areas in the Performance stream  
Principal study is available in:  
(a) Historical Performance  
(b) Jazz Performance  
(c) Non-Orchestral Instrumental Performance  
(d) Orchestral Instrumental Performance  
(e) Voice (classical) Performance  

(9) Requirements for the Composition stream  
To qualify for the award of the pass degree in the Composition stream, a candidate must successfully complete 192 credit points comprising:  
(a) 36 credit points of Composition Principal Study units of study;  
(b) 27 credit points in Music Skills units of study, including 3 credit points of Music Technology;  
(c) 24 credit points of Music Analysis, History and Culture Studies units of study;  
(d) 3 credit points of Performance units of study;  
(e) 36 credit points of Composition discipline units of study as set out in the Pathway Table for this degree;  
(f) 24 credit points of Final Year Project units of study;  
(g) 12 credit points of electives related to the project area of study;  
(h) 30 credit points of elective units of study.  

(10) Requirements for the Music Education stream  
To qualify for the award of the pass degree in the Music Education stream, a candidate must successfully complete 192 credit points and reach the minimum levels of achievement as set out in the tables (a) – (e).  

(a) Performance  

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td>Principal Study 1-4</td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3, Technology in Music Education</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td>6cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>18</td>
<td>At least 12 credit points from Foundation units including Musical Worlds of Today</td>
</tr>
<tr>
<td>Electives</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

(b) Jazz Studies
Minimum level of achievement

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Principal Study 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td>6cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Jazz Music Skills 1-4</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>18</td>
<td>At least 12 credit points from Foundation units including Musical Worlds of Today</td>
</tr>
<tr>
<td>Electives</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

(c) Composition

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Principal Study 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td>Composition</td>
<td>15</td>
<td>Instrumentation and Orchestration; New Music, New Thinking; Composition Through Improvisation 1</td>
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<tr>
<td>Performance</td>
<td>6</td>
<td>6cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Music Skills</td>
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<td>18 cps of music theory and aural skills; Sound Recording Fundamentals</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>18</td>
<td>At least 12 credit points from Foundation units including Musical Worlds of Today</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
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</tr>
</tbody>
</table>

A list of music theory and aural skills units can be found under the "Music Skills" section of the handbook.

(d) Musicology

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Principal Study 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study Area</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>96</td>
<td>Professional Issues in Music Education; Professional Experience 3; Technology in Music Education</td>
</tr>
<tr>
<td>Performance</td>
<td>12</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>12cps of Ensemble/Performance</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>18</td>
<td>18 credit points from Foundation units including Musical Worlds of Today</td>
</tr>
<tr>
<td>Electives including performance</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

(11) Principal study areas in the Music Education stream

Principal studies available in the Music Education stream are:
(a) Composition
(b) Musicology
(c) Performance
(d) Brass
(e) Historical Performance
(f) Jazz Studies (instrumental/vocal)
(g) Keyboard
(h) Percussion
(i) Strings
(j) Voice (classical)
(k) Woodwind

7 Requirements for the Honours degree

(1) Honours in the Bachelor of Music without stream
(a) Honours is available to students who complete an alternative set of units of study in the final year of the degree. Admission to the honours program is by permission of the Honours Coordinator after the completion of 144 credit points of study including MCGY4601 Research Methods.
(b) Admission normally requires a WAM of at least 75 in 2000-level and 3000-level units.
(c) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units.

(2) Honours in the Bachelor of Music (Performance)
(a) Honours is available to students who complete an alternative set of units of study in the final year of the program. Admission to the honours program is by permission of the program coordinator after the completion of 144 credit points of study including the prerequisites for Performance Honours A as set out in the Sydney Conservatorium of Music Handbook. Candidates for admission require a WAM of at least 75 in second and third year units of study, and a mark of at least 75 in Principal Study 4 and 6.
(b) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Performance.

(3) Honours in the Bachelor of Music (Composition)
(a) Honours is available to students who complete an alternative set of units of study in the final year of the course. Admission to the honours program is by permission of the program coordinator after the completion of 144 credit points of study including the prerequisites for Composition Honours A as set out in the Sydney Conservatorium of Music Handbook. Admission requires a WAM of at least 75 in third year units of study, and a mark of at least 75 in Composition 5 and 6.
(b) To qualify for the honours degree, candidates must complete 192 credit points including 48 credit points of Honours units in Composition.

(4) Honours in the Bachelor of Music (Music Education)

(a) The Bachelor of Music (Music Education) is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Sydney Conservatorium of Music, and a single result is provided as an aggregated mark based on the Honours units of study the student has completed.

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

8 Award of the degree

(1) The Bachelor of Music is awarded in the grades of either Pass or Honours.

(2) The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Sydney Conservatorium of Music, and a single result is provided as an aggregated mark based on the Honours units of study the student has completed.

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

9 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Sydney Conservatorium of Music.

10 International exchange

The Sydney Conservatorium of Music encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Sydney Conservatorium of Music.

11 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Sydney Conservatorium of Music or, in the case of a major or minor offered by another faculty in Table S any relevant resolutions of that faculty.

12 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2018.

(2) Candidates who commenced prior to 1 January 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed as per the relevant resolutions upon their enrolment. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
This proposal outlines amendments to the Bachelor of Psychology to meet the structural requirements of the new curriculum, including access to shared units and the Dalyell stream.

RECOMMENDATION

That the Academic Board:
(1) approve the proposal from the Faculty of Science to amend the Bachelor of Psychology; and
(2) approve the amendment of the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2019.

EXECUTIVE SUMMARY

The Bachelor of Psychology is being altered to be consistent with the new curriculum and to meet new structural requirements.

The Arts and Science streams are being removed. A single common structure will meet student requirements. The new structure allows for Dalyell stream (12 cp), a new Maths degree core (6cp) and a minor (36cp) from the shared pool (Table S).

Students will be able to exit into the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies, Bachelor of Arts or Bachelor of Arts/Bachelor of Advanced Studies.

Progression has been amended to a minimum average mark of 70 in Psychology units at 1000, 2000 and 3000-level. Students who exit the Bachelor of Psychology into the Bachelor of Science or the Bachelor of Science/Bachelor of Advanced Studies will be required to take another 6cp of Maths degree core.

Amendments have been made to Bachelor of Psychology degree resolutions to reflect the above.

The proposal was endorsed by UGSC on 21 September 2017 and by Science Faculty Board on 3 October 2017.

The proposal was endorsed with changes by USC on 7 November and by circulation by BIS on 21 November. These changes included adding in the progression requirements for the Dalyell Stream and including a minor from the shared pool into the award requirements.

IMPLEMENTATION

To be updated in the 2019 Faculty of Science Undergraduate Handbook. The Bachelor of Psychology diet collection to be updated for 2019.

ATTACHMENTS

Attachment 1: Minor Course Amendment
Attachment 2: Revised structure
Attachment 3: Revised Resolutions
Minor Course Amendment Proposal

Faculty: Science

Contact person: Dr Irina Harris

1. Name of award course
   Bachelor of Psychology

2. Purpose of proposal

To amend the Course Resolutions for the Bachelor of Psychology (B. Psych), to align it with the new curriculum transformation.

Background

The B Psych is a highly sought-after degree that has consistently sustained an entry ATAR of at least 96 over the last decade and attracted annual enrolments of 80-110 high achieving students. The accreditation guidelines implemented by the Australian Psychology Accreditation Council (APAC) reserve the nomenclature B. Psychology for 4-year degrees that include an accredited major sequence in Psychology and an accredited, embedded Honours sequence – the two prerequisites for all pathways to registration as a psychologist. Such degrees provide the most direct route to professional registration and are therefore offered by virtually all Australian universities as their flagship, high entry Psychology degree. Consequently, there is substantial competition between universities to attract high achieving students, who typically apply for B. Psych degrees at multiple universities. Demonstrating the competitiveness of the degrees in the local context, entry ATARs for B. Psych degrees are consistently high (e.g., UNSW 98; Macquarie 94-95; WSU [Bankstown] 89).

Much of the attractiveness of B Psych degrees to students who aspire to become registered psychologists lies in the inclusion of Psychology in the degree name, the high entry ATAR and inclusion of an embedded Honours course. However, students often ‘shop around’ to decide which of these programs to enrol in, so it is also important that they are differentiated from other pathways to professional registration available at the institution so students don’t feel they are ‘wasting their ATAR’. At the same time, it is important to ensure that students who fail to achieve the entry ATAR for the B Psych can also pursue an accredited pathway to registration through other degrees to ensure equity of access and diversity in the profession of psychology. At Sydney, students have also been able to complete an accredited major sequence in a number of other degrees including the BSc, BA, BLAS, BMedSci and BHS, and then apply for entry to Honours in Psychology. The School of Psychology has therefore had to balance the need to maintain consistency of learning outcomes across different degrees to meet accreditation criteria and conform with University curriculum standards while also differentiating them sufficiently to ensure that the 4-year B. Psych degree remains attractive to the discerning, high achieving students choosing between B. Psych degrees at different universities.

The major differentiating feature of the current B. Psych from accredited pathways in other degrees lies in its flexibility. In recognition of the fact that Psychology is attractive to students with both science and humanities interests and that it is not offered as a Board-approved course within the HSC, the B. Psych currently offers separate Science and Arts streams in which the Psychology requirements are identical, but students have the opportunity to focus their non-Psychology study in either science or humanities/social sciences disciplines. The flexibility of the B. Psych (Science) stream is further enhanced by the fact that the degree resolutions do not require students to complete a second major or minor allowing them to achieve additional disciplinary depth in Psychology and/or to enhance their cross-disciplinary breadth by studying units in a number of other disciplines. The B. Psych (Arts) stream is less flexible in the sense that it requires students to complete a major sequence in a FASS discipline. However, it does not require students to complete the 12 cp of mathematics required in the Science stream, which is attractive to students who have specialised in humanities subjects in their HSC. Reflecting the diverse interests of the B. Psych cohort, enrolments across the two streams over the past 5 years are relatively evenly divided, with a slight bias towards the Arts stream.
Within the new Sydney curriculum structure, the B. Psych is a specialist rather than a liberal studies degree, but accredited Psychology pathways are also available in the BSc, BA and BLAS. In revising the B. Psych to align with the new curriculum it is important to both retain the flexibility that has differentiated the degree from accredited Psychology routes available in other degrees and to continue to cater for the diverse interests of the B. Psych cohort.

The proposed revision also aims to address an issue that contributes to a high attrition rate in the current B. Psych degree. One of the differentiating features of the current degree is that it applies very high progression criteria: to remain in the degree, students must achieve an average of 65 in 1000-level Psychology units, and an average of 75 in 2000-level and 3000-level units. Despite their very high entry ATAR, some B. Psych students fail to meet these criteria and are therefore transferred to other degrees. Even for students who maintain the required grades, these very demanding performance criteria create considerable anxiety about whether they will be successful in progressing to Honours. Some students therefore decide to transfer to other degrees and focus their energies on other disciplines in which progression is less competitive. Nevertheless, the enrolments in Psychology Honours have averaged 75-85 students/year for over a decade, and the average WAM for Honours entry is typically one of the highest in the Science Faculty (e.g., 2013-2015: 78.3-78.5) across a substantially larger cohort than other science disciplines. B. Psych students comprise approximately 40% of the Honours cohort, with the remainder drawn from BSc, BSc (Adv), BA, GDP and BLAS students. From that perspective, it is important to sustain a high progression criterion for B Psych students to ensure equitable access for high achieving students from other degrees without exceeding the School's supervisory capacity.

To balance the desirability of sustaining strong progression criteria against their potential psychological impacts on attrition amongst strong, ambitious students, and to reduce the number of students likely to need to exit the B. Psych in Year 3, the revision proposes a uniform progression criterion of an average of 70 in Psychology units across all stages of the degree.

**Proposed changes to B. Psych degree**

1) **Remove the B Psych (Science) and B Psych (Arts) streams and have a single B Psych degree pathway.**

The existing Science and Arts streams were originally created to allow students to combine disciplinary training in psychology with either science or arts units of study. The new curriculum structure provides considerably more flexibility to students in terms of the units they can select, thus removing the need for separate streams. Students will be able to select units from Table S, which encompasses both science and humanities subjects. While retaining flexibility, students can be advised about combinations of subjects that would facilitate coherent educational and training pathways. We note that, because the new curriculum allows students in liberal studies degrees to take major and minor sequences in Table S from across the University, the opportunity to combine Psychology with a major or minor from FASS is no longer a differentiating feature of the B. Psych.

2) **Foster disciplinary depth and integration of the science of psychology with its professional applications within the B Psych.**

The minimum disciplinary coverage required for accreditation by APAC in undergraduate degrees that provide a pathway to professional registration as a psychologist is 60 cp (12cp of 1000-level Psychology, 24cp of 2000-level Psychology and 24cp of 3000-level Psychology). Therefore, in the new curriculum, this 60 cp sequence is defined as the Psychology Program and offered in all liberal studies degrees. The current B. Psych requires the same 60 cp sequence plus an additional 6 cp of Psychology to provide additional disciplinary depth and differentiate it from the Psychology requirements in other degrees.

In the revised B Psych degree we propose to replace the additional 3000-level unit with a choice between new, 4000-level units. B Psych students will be required to complete the Psychology Program and to also select one 4000-level Psychology unit to meet the requirement for an additional 6 cp of study in psychology. The 4000-level units will be
designed to extend students’ disciplinary knowledge and skills to issues relevant to the application of psychology in a variety of professional contexts, and will contribute to developing the graduate quality of an integrated professional, ethical and personal identity. The introduction of these units will ensure that the Sydney B. Psych degree compares favourably with other B Psych degrees (e.g., at UNSW), which offer considerably more depth of disciplinary training.

3) **Create distinctive training pathways within the B Psych that align with the inter-disciplinary graduate qualities of the Sydney Undergraduate Experience.**

In combination with the enhanced Psychology program described above, B Psych students will be required to complete a minimum of 42cp of non-psychology units (36cp minor and 6cp maths) to ensure inter-disciplinary breadth. This will be a major point of differentiation from other B. Psych degrees, such as the one offered by UNSW which provides little opportunity for students to combine Psychology with study of other disciplines. It will also ensure that exit pathways are facilitated if students fail to complete the B. Psych.

Currently, B. Psych students in the Science stream are required to complete 12 cp of Maths (Science degree core) but those in the Arts stream are not. With the elimination of the separate streams, we propose to introduce a uniform requirement to 6 cp of Maths for all B. Psych students. In the School’s experience, a large subgroup of B. Psych students choose to enrol in the Arts stream (50-60% of our current B Psych cohort) in order to avoid the requirement to complete 12 cp of Maths units. Importantly, this cohort demonstrates equivalently high levels of performance in the Psychology 2000-level and 3000-level units on statistics and research methodology indicating that their choice of the Arts stream reflects a preference to combine psychology with other disciplines, including humanities and social sciences, rather than a lack of mathematical competence. Requiring 6cp of maths will ensure that all students receive fundamental grounding in this core foundation of the scientific method while also maintaining some of the flexibility in 1000-level unit choices provided by the separate Arts and Science streams. Students who want to combine Psychology with FASS units will have the opportunity to explore more than one discipline before selecting a discipline in which to complete a minor within the 36 cp of required non-psychology units. Similarly, students who want to combine Psychology with other science disciplines will have the opportunity to complete relevant 1000-level units such as chemistry or biology that may be prerequisites for relevant minor sequences.

In addition to the 6 cp of maths core, students will be required to complete a 36 cp minor from Table S. Ensuring this breadth will facilitate exit pathways for students who need to transfer to a BSc or BA, which requires completion of a minor in addition to a major.

This degree structure also allows sufficient space for students in the Dalyell stream to complete the required 12cp of Dalyell units.

4) **Change the progression criteria for continuing enrolment in the B Psych.**

Currently, students must meet strict progression criteria to remain enrolled in the B. Psych. They need to achieve an average mark of 65 in 1000-level Psychology units and an average mark of 75 for psychology units in each of 2000-level and 3000-level levels. As noted above, these strict criteria result in a high attrition rate across the stages of the degree. This may, in part, reflect students’ anxiety about whether or not they will successfully sustain the very high levels of performance required to ensure successful completion of the degree. We therefore propose to apply a uniform progression criterion of an average of 70 across psychology units across Years 1 to 3 of the degree. Entry to Honours will also require a weighted average of 70 across 2000-level and 3000-level units.

According to these progression criteria, students who maintain an average mark of 70 in Psychology units until the end of their 3rd year automatically progress to the 4th year B Psych (Honours) degree.

Those with a weighted average mark below 70 who are not admitted into Honours, will have the option to transfer to a Bachelor of Science/Bachelor of Advanced Studies to complete a
non-accredited 4th year course or Bachelor of Arts/Bachelor of Advanced Studies. Such Psychology courses will not meet the accreditation criteria required for professional training and registration as a psychologist but they will be designed to prepare students for alternative vocational pathways in psychologically relevant contexts. Students who perform well in the non-Honours 4th year may also be considered for subsequent applications for entry into Honours. Students may also choose to do a non-Honours 4th year course in a discipline other than Psychology or, alternatively, transfer to a Bachelor of Science or Bachelor of Arts. These liberal studies degrees will also be the exit path for students with a weighted average mark below 70 in 1000-level or 2000-level units.

By applying a slightly higher progression criterion for 1000-level units than the current B. Psych degree (70 vs 65) we hope to ensure early exit for students who are unlikely to sustain the progression criteria across the degree. Such students will still be able to complete the Psychology program through the BSc or BA and apply for competitive entry to the accredited Honours course in the BAS. Although some students who successfully progress to Year 3 of the B. Psych may fail to reach the criterion for Honours entry and need to make a late exit, requiring a criterion of 70 at each degree stage should ensure that relatively few students are in this position. Students’ enrolment patterns and performance will be monitored throughout their enrolment to ensure that those at risk of failing to meet the progression criteria for the B. Psych are identified and counselled about their degree pathway to encourage them to complete the degree requirements for the BSc or BA or continue towards a BSc/BAdvStudies or BA/BAdvStudies.

3. Details of amendment

See attached Degree Resolutions with track changes.

See attached examples of old degree structure and proposed degree structure.

4. Transitional arrangements

These changes will not affect students who are currently enrolled.

5. Other relevant information

6. Signature of Dean
## B Psych (Science stream)

<table>
<thead>
<tr>
<th>PSYC1001 (Program)</th>
<th>PSYC1002 (Program)</th>
<th>Degree Core (Math)</th>
<th>Degree Core (Math)</th>
<th>Science Elective</th>
<th>Science Elective</th>
<th>Elective</th>
<th>Elective</th>
<th>48cp</th>
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<td>PSYC2010 (Program)</td>
<td>PSYC2012 (Program)</td>
<td>PSYC2013 (Program)</td>
<td>PSYC2014 (Program)</td>
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<td>Elective</td>
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</tr>
<tr>
<td>PSYC3010 (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>48cp</td>
</tr>
</tbody>
</table>

Honours

B Psych (Science Stream) degree requirements: 12cp of 1000-level Psychology; 24cp of 2000-level Psychology; 30cp of 3000-level Psychology; 12cp Maths; 12cp Science Elective. 48cp Honours level.

## B Psych (Arts stream)

<table>
<thead>
<tr>
<th>PSYC1001 (Program)</th>
<th>PSYC1002 (Program)</th>
<th>(Arts Elective)</th>
<th>(Arts Elective)</th>
<th>(Arts Elective)</th>
<th>Elective</th>
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<td>PSYC2010 (Program)</td>
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<td>PSYC2013 (Program)</td>
<td>PSYC2014 (Program)</td>
<td>(Arts Major)</td>
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</tr>
<tr>
<td>PSYC3010 (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>(Arts Major)</td>
<td>(Arts Major)</td>
<td>(Arts Major)</td>
<td>48cp</td>
</tr>
</tbody>
</table>

Honours

B Psych (Arts Stream) degree requirements: 12cp of 1000-level Psychology; 24cp of 2000-level Psychology; 30cp of 3000-level Psychology; an Arts Major from Table A. 48cp Honours level.

**Progression criteria:** 65 in 1000-level Psychology units; 75 in 2000-level and 3000-level units; Honours entry: weighted average of 2000 and 3000-level units
## Amended Degree structures for the B. Psychology

<table>
<thead>
<tr>
<th>Year 1</th>
<th>PSYC1001 (Program)</th>
<th>PSYC1002 (Program)</th>
<th>Math Degree Core</th>
<th>Elective/OLE</th>
<th>Elective/OLE</th>
<th>Elective/Dalyell</th>
<th>Table S Minor</th>
<th>Table S Minor</th>
<th>48cp</th>
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</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>PSYC2010 (Program)</td>
<td>PSYC2012 (Program)</td>
<td>PSYC2013 (Program)</td>
<td>PSYC2014 (Program)</td>
<td>Elective/Dalyell</td>
<td>Elective</td>
<td>Table S Minor</td>
<td>Table S Minor</td>
<td>48cp</td>
</tr>
<tr>
<td>Year 3</td>
<td>PSYC3010 (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC4xxx (Program)</td>
<td>Elective</td>
<td>Table S Minor</td>
<td>Table S Minor</td>
<td>48cp</td>
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</tr>
<tr>
<td>Year 4 (Hons)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>48cp</td>
</tr>
</tbody>
</table>

### Psychology Honours (current accredited program)

**NOTE:** Progression through Years 1 to 3 requires a minimum average of 70 in Psychology units. Progression to Honours requires a minimum average of 70 weighted across 2000-level and 3000-level Psychology units.

### BSc or BSc/B Adv Studies conversion: Example exit path for students who do not meet progression criteria for B. Psych (Honours)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>PSYC1001 (Program)</th>
<th>PSYC1002 (Program)</th>
<th>Math Degree Core</th>
<th>Elective/OLE</th>
<th>Elective/OLE</th>
<th>Elective/Dalyell</th>
<th>BSc: Minor /2nd Major</th>
<th>BSc: Minor/ 2nd Major</th>
<th>48cp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>PSYC2010 (Program)</td>
<td>PSYC2012 (Program)</td>
<td>PSYC2013 (Program)</td>
<td>PSYC2014 (Program)</td>
<td>BSc: Math Degree core</td>
<td>BSc: Elective/2nd Major</td>
<td>BSc: Minor/ 2nd Major</td>
<td>BSc: Minor/ 2nd Major</td>
<td>48cp</td>
</tr>
<tr>
<td>Year 3</td>
<td>PSYC3010 (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC4xxx (Program)</td>
<td>Elective/ Dalyell</td>
<td>BSc: Elective/2nd Major</td>
<td>BSc: Minor/ 2nd Major</td>
<td>BSc: Minor/ 2nd Major</td>
<td>48cp</td>
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<tr>
<td>Year 4</td>
<td>PSYC4xxx</td>
<td>PSYC4xxx</td>
<td>Project in Beh Science</td>
<td>Project in Beh Science</td>
<td>Advanced coursework</td>
<td>Advanced coursework</td>
<td>BSc: 2nd Major/Adv CW</td>
<td>BSc: 2nd Major/Adv CW</td>
<td>48cp</td>
</tr>
</tbody>
</table>

### NOTES:

1. There are sufficient electives to allow completion of OLEs required for BSc, in addition to the Psychology program within 3 years. Students who choose to exit to the BSc can also potentially complete a 2nd major sequence within 3 years, depending on the structure of the major and its requirements for additional core science units. Alternatively, students who exit to a combined BSc/BAdvStudies to complete a non-Honours 4th year program can convert their minor into a second major in 4th year to meet BAS requirements.
2. Monitoring and support procedures will be implemented to identify and advise students at risk of failing to meet progression criteria about the unit choices required for effective exit pathways.
**BA or BA/B Adv Studies conversion: Example exit path for students who do not meet progression criteria for B. Psych (Honours)**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>PSYC1001 (Program)</th>
<th>PSYC1002 (Program)</th>
<th>Maths Degree Core</th>
<th>Elective/OLE</th>
<th>Elective/OLE</th>
<th>Elective/Dalyell</th>
<th>BA: Major</th>
<th>BA: Major</th>
<th>48cp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>PSYC2010 (Program)</td>
<td>PSYC2012 (Program)</td>
<td>PSYC2013 (Program)</td>
<td>PSYC2014 (Program)</td>
<td><em>Elective/Dalyell</em></td>
<td><em>BA: Major/Elective</em></td>
<td>BA: Major</td>
<td>BA: Major</td>
<td>48cp</td>
</tr>
<tr>
<td>Year 3</td>
<td>PSYC3010 (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
<td>PSYC3xxx (Program)</td>
<td><em>BA: Major/Elective</em></td>
<td><em>BA: Major</em></td>
<td>BA: Major</td>
<td>BA: Major</td>
<td>48cp</td>
</tr>
<tr>
<td>Year 4</td>
<td>PSYC4xxx</td>
<td>PSYC4xxx</td>
<td>Project in Beh Science</td>
<td>Project in Beh Science</td>
<td>Advanced coursework</td>
<td>Advanced coursework</td>
<td>BA: Major/Adv CW</td>
<td>BA: Major/Adv CW</td>
<td>48cp</td>
</tr>
</tbody>
</table>

**NOTES:**
1. There are sufficient electives to allow completion of OLEs required for BA, in addition to the Psychology program within 3 years. Students who choose to exit to the BA also need to complete an Arts major sequence, which is possible within 3 years, depending on the structure of the major and its requirements for additional core science units. Alternatively, students who exit to a combined BA/BAdvStudies to complete a non-Honours 4th year program can convert their minor into an Arts major in 4th year to meet BA/BAdvStudies requirements.
Bachelor of Psychology

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

Course Resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPPSYCHO-02 /</td>
<td>Bachelor of Psychology</td>
</tr>
<tr>
<td>BHPsyChH-01</td>
<td></td>
</tr>
</tbody>
</table>

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

3 Dalyell Stream
(1) Candidates may enter and complete the Bachelor of Psychology through a Dalyell stream.
(2) Completion of a stream is not a requirement of the Bachelor of Psychology. The requirements for the completion of the stream are as specified in Table S of the Shared Pool for Undergraduate Degrees.

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

5.4 Requirements for award
(1) The units of study that may be taken for the Bachelor of Psychology are set out in:
   (a) Table A for the Science Bachelor of Science and Bachelor of Science/Bachelor of Advanced Studies; Table A, Arts Table A, Table S and Table O. Students are required to nominate either the Science stream or the Arts and Social Sciences stream upon commencement of candidature;
   (b) Table S of the Shared Pool for Undergraduate Degrees; and
   (a)(c) Table O of the Shared Pool for Undergraduate Degrees. In the resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.
(2) To qualify for the award of the Bachelor of Psychology, students must successfully complete 192 credit points, comprising including all common requirements, and units from either Arts and Social Sciences or Science.
   (3) Requirements for all students
      (a) complete the Psychology Program in Psychology, comprising 60 credit points from Table A including:
         (i) a minimum of 12 credit points of 1000-level core Psychology units of study with a minimum average mark of 65; and
         (ii) 24 credit points of 2000-level core Psychology units of study (PSYC2010/PSYC2910, PSYC2012, PSYC2013, PSYC2014) with a minimum average mark of 75; and
         (iii) 24 credit points of 3000-level core or selective Psychology units of study (which must include PSYC3010) with a minimum average mark of 75; and
      (b) an additional 6 credit points of 3000-4000-level Psychology selective units of study; and
      (c) a minimum of 428 credit points of units of study outside of Psychology which must include:
         (i) 642 credit points of 1000-level Mathematics; and
         (ii) a minor (36 credit points) of electives in non-psychology disciplines from Tables A or S; and
      (d) an additional 36 credit points of electives from Tables A, S or O;
48 credit points of Psychology Honours units of study from the Honours units of study table listed in Table A.

Science Stream
(a) The only units of study which may be taken by students in the Science stream of the degree are set out in Science Table A, Arts and Social Sciences Table A, Table O and Table S.
(b) Students in the Science stream must complete, before progression to Honours:
   (i) 12 credit points of Mathematics Degree Core subjects for the Bachelor of Science;
   (ii) a minor (36 cps) or second major (48 credit points) as defined in Science A or Arts Table A or Table S.

Arts and Social Sciences Stream
(a) Students in the Arts and Social Sciences stream must additionally complete a major from Arts and Social Science Table A as set out in the course resolutions for Bachelor of Arts and Social Science degree before progression to Honours.

65 Progression rules

Students must achieve a minimum average mark of 65 in junior Psychology units of study and a minimum average mark of 75 in both intermediate and senior Psychology units of study in order to progress to the final Honours year.

Students who fail to maintain the required average in Psychology units of study specified above will be transferred to either the Bachelor of Science or the Bachelor of Arts in their next year of enrolment with full credit for the units of study completed.

Students who complete all course requirements to the end of the third year, but fail to achieve the required average in Psychology units in order to progress to the Honours year will be awarded the Bachelor of Science or Bachelor of Arts.

Completion of the Honours year in Psychology is a requirement for the award of the Bachelor of Psychology.

To qualify for admission to the Honours year a candidate must have completed 144 credit points including the remaining common requirements and the relevant units from Arts and Social Sciences or Science.

To qualify for the award of the Bachelor of Psychology a candidate must complete 48 credit points of units of study from the Honours units of study table, with an honours mark of at least 65.

(1) Completion of the Honours Psychology units is a requirement for the award of the Bachelor of Psychology.

Progression to the Honours 4th year is based on successful completion of 1000-level to 3000-level units of study of the course and academic merit.

(a) All students who have successfully achieved an average of at least 70 in the core Psychology units at 1000-level will be eligible to progress to 2000-level Psychology units.
(b) All students who have successfully achieved an average of at least 70 in the core Psychology units at 2000-level will be eligible to progress to 3000-level Psychology units.
(c) Students who fail to achieve progression into 2000-level or 3000-level units of study will be transferred to the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies, Bachelor of Arts or Bachelor of Arts/Bachelor of Advanced Studies in their next year of enrolment with credit for relevant units of study that have been completed.
(d) To progress to the Honours year, students must have completed 144 credit points, including all core requirements, and achieved a minimum average mark of 70 weighted across the four 2000-level Psychology units and four 3000-level Psychology units.
(e) Students who fail to achieve progression into the Honours 4th year will be transferred to the Bachelor of Science, Bachelor of Arts or to the combined Bachelor Science/Bachelor of Advanced Studies or Bachelor Arts/Bachelor of Advanced Studies in their next year of enrolment with credit for relevant units of study that have been completed. Students may need to undertake additional units of study in order to fulfil the degree requirements. Students should refer to the relevant degree resolutions and the requirements of award for each degree.
(f) To qualify for the award of the Bachelor of Psychology a candidate must complete 48 credit points of units of study from the Honours units of study table, with an honours mark of at least 65.

(2) Progression within the Dalyell Stream:
(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.
Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor but will not remain in the Dalyell Stream.

To qualify for the award of the Bachelor of Psychology a candidate must complete 48 credit points of units of study from the Honours units of study table, with an honours mark of at least 65.

76 Award of the degree

(1) The Bachelor of Psychology is an integrated Honours course program. In accordance with the Academic Board Policy on Awards with Honours, the award of Honours is assessed and calculated using a grade average based on 48 credit points of Psychology Honours units of study undertaken in the candidate’s final year of study. Psychology Honours units of study are set out in the Faculty of Science Honours units of study table.

(2) The Bachelor of Psychology (Honours) is awarded in classes ranging from First Class to Third Class according to the conditions specified in the Resolutions of the Faculty of Science.

(3) Candidates who do not achieve an Honours mark of 65 or more will be awarded a Bachelor of Science or Bachelor of Arts, Psychology depending on their chosen stream.

87 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2018.

(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2023, or later date as the Faculty may, in special circumstances, approve.

(3) Candidates who commenced their candidature prior to 1 January, 2018 and who fail to meet the progression rules specified above will be transferred to the Bachelor of Science (Pre-2018) or the Bachelor of Arts (Pre-2018) in their next year of enrolment with full credit for the units of study completed.
RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Science to amend the Bachelor of Science, Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics) Bachelor of Science/Bachelor of Arts, Bachelor of Liberal Arts and Science, Bachelor of Psychology, Bachelor of Science / Bachelor of Laws, Bachelor of Science / Master of Nutrition and Dietetics, Bachelor of Science (Adv) / Doctor of Dental Medicine and Bachelor of Science (Adv) / Doctor of Medicine; and
(2) approve the amendments to course resolutions and tables of units of study arising from the proposal, with effect from 1 January 2018.

EXECUTIVE SUMMARY

Actions from USC:
Applied Medical Science Major removed and this to be resolved off-line. In addition to discussions with the Academic Model and Faculty Services team discussion and consultation has occurred with the Education Strategy Unit, staff in the School of Medical Sciences and staff at the Westmead precinct to agree on how to best manage this outside of the diets. It was agreed it can be managed, however a ‘transitional clause’ needed to be added to the resolution and Table 1.

The resolutions have been amended as follows:

- Inclusion of transitional clause to resolutions
- Minor house-keeping to remove Faculty Office and include Student Centre
- Updates to Table 1

As a result of this change the transitional provisions have been added to the following degrees:

- Bachelor of Science/Bachelor of Arts
- Bachelor of Liberal Arts and Science
- Bachelor of Psychology
- Bachelor of Science/Bachelor of Laws
- Bachelor of Science/ Master of Nutrition and Dietetics
- Bachelor of Science (Adv)/Doctor of Dental Medicine
- Bachelor of Science (Adv)/Doctor of Medicine

The transitional provisions will also need to be added to the following degrees which are owned by other Faculties.

*Bachelor of Science/Master of Nursing
*Bachelor of Commerce/Bachelor of Science
Non-Confidential

*Bachelor of Education (Secondary: Mathematics) and Bachelor of Science
*Bachelor of Education (Secondary: Science) and Bachelor of Science
*Bachelor of Engineering and Bachelor of Science
*Bachelor of Information Technology and Bachelor of Science

IMPLEMENTATION

This degree will not have any new intake in 2018, and therefore the degree resolutions will not appear in the 2018 Faculty of Science Undergraduate Handbook, but will be linked to from the Handbook. A separate policy register will contain the resolutions and any other internal transition requirements. The Table 1 majors will still appear in the Handbook.

ATTACHMENTS

1. Bachelor of Science, Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics) minor course amendment proposal
2. Amended course resolutions
3. Amended Table 1 majors:
   - Anatomy and Histology
   - Applied Medical Science (Transitional Provision)
   - Biochemistry
   - Bioinformatics
   - Biology
   - Cell Pathology
   - Chemistry
   - Computer Science
   - Environmental Studies
   - Financial Mathematics and Statistics
   - Geography
   - Geology & Geophysics
   - Immunobiology
   - Information Systems
   - Marine Science
   - Mathematics
   - Microbiology
   - Molecular Biology and Genetics
   - Neuroscience
   - Nutrition and Metabolism
   - Pharmacology
   - Physics
   - Physiology
   - Plant Science
   - Psychology
   - Soil Science
   - Statistics
4. Table 1 – Applied Medical Science Major - Transitional Provisions. The following major is available to students who commenced the Bachelor of Science, the Bachelor of Medical Science or a combined or double degree prior to 1 January 2018 or who progress according to degree resolutions applicable to students commencing before that date.
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Science (Advanced)
Bachelor of Science (Advanced Mathematics)

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

Course resolutions

1 Course codes

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<th>Stream title</th>
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<td>Bachelor of Science</td>
<td>Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics)</td>
</tr>
<tr>
<td>BHSCIENH-02</td>
<td>Bachelor of Science (Honours)</td>
<td>Bachelor of Science (Advanced) (Honours), Bachelor of Science (Advanced Mathematics) (Honours)</td>
</tr>
</tbody>
</table>

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

3 Streams
(1) The Bachelor of Science is available in the following streams:
(a) Advanced
(b) Advanced Mathematics
(2) Students will apply for, and be enrolled in, either the Bachelor of Science or one of its streams. 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 from the Bachelor of Science 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 Student Centre.

4 Admission to candidature
Admission to undergraduate courses at the University of Sydney is competitive 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 Rule), or on the basis of Mature Age Admission as set out in the Admissions section of the Coursework Rule.

5 Requirements for award
(1) 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.
(2) The units of study that may be taken for the Bachelor of Science, Bachelor of Science (Advanced) and Bachelor of Science (Advanced Mathematics) are listed in Table 1.
(3) Bachelor of Science
(a) To qualify for the award of the Bachelor of Science, a student must successfully complete 144 credit points, comprising:
(I) a major from Science subject areas listed in Table 1; and
(II) a minimum of 12 credit points from the Science subject areas of Mathematics and Statistics; and
(III) a minimum of 24 credit points of Junior units of study from at least two Science subject areas other than Mathematics and Statistics;
(b) and ensure:
(I) a minimum of 96 credit points from Science subject areas listed in Table 1; and
(II) no more than 60 credit points from junior units of study; and
(III) no more than 48 credit points from units of study not listed in Table 1, with the approval of the relevant faculty.
(4) Bachelor of Science (Advanced)
To qualify for the award of the Bachelor of Science (Advanced) stream, a student must successfully complete 144 credit points specified in the Bachelor of Science above, include no more than 48 credit points from junior units of study, and ensure:
(I) 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
(II) a minimum of 48 credit points of senior units of study of which at least 24 credit points are completed at the advanced level or as TSP units in a single Science subject area.
To qualify for the award of the Bachelor of Science (Advanced Mathematics) stream, a student must successfully complete 144 credit points specified in the Bachelor of Science above, include no more than 48 credit points from junior units of study, and ensure:

(I) 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

(II) a major in Mathematics, Statistics or Financial Mathematics and Statistics; and

(III) at least 48 credit points of senior units of study of which at least 24 credit points are completed at the advanced level or as TSP units in the Science subject areas of Mathematics and Statistics.

6 Majors

(1) Completion of a major is a requirement of the Bachelor of Science, Bachelor of Science (Advanced) and Bachelor of Science (Advanced Mathematics). Students have the option of completing up to two majors, one of which must be a major from Science subject areas listed in Table 1. For their second major, students may complete another major from Science subject areas listed in Table 1 or a major from cross-disciplinary subject areas listed in Table 2.

(2) A major requires the completion of 24 senior credit points chosen from units of study listed in the table for that major, except for a Psychology major. A Psychology major requires 48 credit points across Intermediate and Senior units of study as specified in Table 1. Units of study counted towards one major may not count toward any other major. The majors available are:

(3) The Table 1 majors available are:

(a) Anatomy and Histology *
(b) Applied Medical Science (Transitional Provision)
(c) Biochemistry
(d) Bioinformatics
(e) Biology *
(f) Cell Pathology
(g) Chemistry
(h) Computer Science *
(i) Environmental Studies *
(j) Financial Mathematics and Statistics *
(k) Geography *
(l) Geology & Geophysics *
(m) History and Philosophy of Science
(n) Immunobiology *
(o) Information Systems *
(p) Marine Science *
(q) Mathematics *
(r) Medicinal Chemistry *
(s) Microbiology *
(t) Molecular Biology and Genetics*
(u) Nanoscience and Technology *
(v) Neuroscience *
(w) Nutrition and Metabolism
(x) Pharmacology *
(y) Physics *
(z) Physiology *
(aa) Plant Science *
(bb) Psychology (additional requirements apply)
(cc) Soil Science
(dd) Statistics *

* indicates a major in this area is also available at the advanced level.

(4) The Table 2 majors available are:

(a) Geoarcheology

7 Progression rules

(1) 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.

(2) 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.

(3) Candidates enrolled in the Bachelor of Science (Molecular Biology and Genetics) who fail to maintain a minimum average mark of 65 in units of study in Science subject areas in each year of enrolment will be transferred to the Bachelor of Science.

8 Requirements for the Honours degree

(1) Honours is available to meritorious candidates who complete an additional year of full time study, after the completion of the pass degree. Candidates 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, requirements and award of honours are according to the Resolutions of the Faculty of Science.

(3) The honours subject areas and units of study for the Bachelor of Science (Honours) and Bachelor of Science (Advanced) (Honours) and Bachelor of Science (Advanced Mathematics) (Honours) are listed in Table VI.

9 Award of the degree

(1) The Bachelor of Science, Bachelor of Science (Advanced) and Bachelor of Science (Advanced Mathematics) are 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.

(2) Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree merited.

10 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2015 and persons who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.
Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020, or later date as the Faculty may, in special circumstances, approve.

Students who commenced their degree prior to 1 January 2018 or who progress according to degree resolutions applicable to students commencing before that date may take major/s from the major/s listed under “Transitional Provisions” in Table 1.
Bachelor of Science and Bachelor of Arts

Bachelor of Science and Bachelor of Arts

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

Course resolutions

1 Course codes

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<td>Bachelor of Science and Bachelor of Arts</td>
<td>Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics)</td>
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</tbody>
</table>

2 Attendance pattern

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

3 Streams

(1) The Bachelor of Science in this combined degree is 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 Cross faculty management

(1) Candidates will be under the general supervision of the Faculty of Science for the duration of the combined program.

(2) The Deans of the Faculty of Science and the Faculty of Arts and Social Sciences shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to candidature

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

6 Requirements for award

(1) The units of study that may be taken for the course are set out under subject areas in Table 1 from the Faculty of Science and Table A from the Faculty of Arts and Social Sciences.

(2) The Dean may permit a candidate of exceptional merit who is admitted to the Faculty of Science Talented Student Program to undertake a unit or units of study within the Faculty of Science other than those specified in Table 1.

(3) To qualify for the award of the Bachelor of Science and Bachelor of Arts, a candidate must successfully complete 192 credit points, comprising:

(a) a minimum of 96 credit points from Science subject areas, including:

(I) a major from Science subject areas listed in Table 1; and

(II) a minimum of 12 credit points from the Science subject areas of Mathematics and Statistics; and

(III) a minimum of 24 credit points of Junior units of study from at least two Science subject areas other than Mathematics and Statistics.

(b) a minimum of 72 credit points of Senior units of study in Arts and Social Sciences subject areas from Table A, including:

(I) a major from Arts and Social Sciences subject areas listed in Table A; and

(II) ensuring no more than 60 credit points of Senior units of study from any one Arts and Social Sciences subject area.

(c) no more than 18 credit points of Junior units of study from any one Arts and Social Sciences subject area; and

(d) no more than 12 credit points from units of study not listed in Science Table 1 or Arts Table A with the approval of the relevant faculty.

(4) 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 any one Science subject area.

(5) 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.

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7 Majors
(1) Completion of a major in each degree is a requirement of the course. Units of study counted towards one major may not count toward any other major completed.
(2) The list of majors available in the Bachelor of Science is specified in the course Resolutions for the Bachelor of Science.
(3) The list of majors available in the Bachelor of Arts are listed in the resolution of the Faculty of Arts and Social Sciences.

8 Progression rules
(1) A candidate may proceed concurrently to the degrees of Bachelor of Science, Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics) and Bachelor of Arts.
(2) 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.
(3) 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 is available to meritorious candidates, in either or both the Bachelor of Science or Bachelor of Arts. Honours requires the completion of one additional full time year of study for each honours degree attempted. Candidates must complete the requirements for the honours course full-time over two consecutive semesters. If the School or Department is satisfied that a student is unable to attempt the 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) Candidates who enrol in the honours year during the program will suspend enrolment in the combined degree and transfer to the single Bachelor of Arts or Bachelor of Science honours candidature and enrol in fourth year units of study, before returning to complete the combined award. Honours can also be attempted at the completion of the pass program.
(3) Admission and award requirements for honours in the Bachelor of Science are listed in the resolutions of the Faculty of Science. Admission and award requirements for honours in the Bachelor of Arts are listed in the resolutions of the Faculty of Arts and Social Sciences.

10 Award of the degree
(1) Candidates will be awarded a separate testamur for each degree completed.
(2) The Bachelor of Science and Bachelor of Arts are 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 and Faculty of Arts and Social Sciences.
(3) Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

11 Course transfer
A candidate may abandon the combined program and elect to complete the either the Bachelor of Arts or the Bachelor of Science in accordance with the resolutions governing that degree. Completion of the abandoned degree in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

12 Transitional provisions
(1) These resolutions apply to candidates who commenced their candidature after 1 January, 2016 and candidates who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2021. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
(3) Students who commenced their degree prior to 1 January 2018 or who progress according to degree resolutions applicable to students commencing before that date may take major/s from the major/s listed under "Transitional Provisions" in Table 1.
Bachelor of Liberal Arts and Science

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

Course resolutions

1 Course codes

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<td>BPLIARSC-01</td>
<td>Bachelor of Liberal Arts and Science</td>
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<td>BHLIARSH-01</td>
<td>Bachelor of Liberal Arts and Science (Honours)</td>
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2 Attendance pattern

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

3 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 Rule), or on the basis of Mature Age Admission as set out in the Admissions chapter of the Coursework Rule.

4 Requirements for award

To qualify for the award of the pass degree, a student must successfully complete 144 credit points, with at least 132 credit points from the Bachelor of Liberal Arts and Science Units Table, Arts Table A or Science Table A:

- a minimum of 36 credit points of units listed in the Bachelor of Liberal Arts and Science Units Table; including
  - ATHK1001 and WRIT1001; and
  - a minimum of 6 credit points of units from Part C Ethics in the Bachelor of Liberal Arts and Science Units Table; and
- the remaining 18 credit points of Liberal Studies units may be taken from any of the six areas of the Bachelor of Liberal Arts and Science Units Table, Parts A-F;
- units of study chosen to satisfy requirements of the Bachelor of Liberal Arts and Science Units Table cannot count towards the Science or Arts requirements below; and
- all students must complete either a Science major or an Arts major:
  - For a Science Major
    - a major from Science Table A;
    - a minimum of 36 credit points of units of study from Arts Table A, which must include at least 12 credit points at Arts senior level (2000 or 3000 level); or
  - For an Arts Major
    - a major from Arts Table A; and
    - a minimum of 36 credit points of units of study from Science Table A, which must include at least 12 credit points at Science intermediate or senior level (2000 or 3000 level);
- a maximum of 12 credit points from outside of Arts Table A and Science Table A may be taken with approval from the relevant Faculty;
- no more than 84 credit points of junior units of study.

5 Majors

- Completion of a major is a requirement of the course. Units of study counted towards one major may not count toward any other major.
- The list of Science Table A Science majors available is specified in the course resolutions for the Bachelor of Science.
- The list of Arts Table A Arts majors available is specified in the resolutions of the Faculty of Bachelor of Arts and Social Sciences.
- Units of study counted towards a major may not count toward the Liberal Studies requirements.

6 Requirements for the Honours degree

- Honours is available to meritorious candidates who complete an additional year of full time study in either Science or Arts at the completion of the degree.
- Admission and award requirements for honours in Science are described in the resolutions of the Faculty of Science. Admission and award requirements for honours in Arts are described in the resolutions of the Faculty of Arts and Social Sciences.

7 Award of the degree

- The Bachelor of Liberal Arts and 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 and Faculty of Arts and Social Sciences.
- 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.
8 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2016 and persons who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020, or later date as the Faculty may, in special circumstances, approve.

(3) Students who commenced their degree prior to 1 January 2018 or who progress according to degree resolutions applicable to students commencing before that date may take major/s from the major/s listed under “Transitional Provisions” in Table 1.
Bachelor of Psychology

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

Course Resolutions

1 Course codes

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<td>BPPSYCHO-02 / BHPSYCHH-01</td>
<td>Bachelor of Psychology</td>
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</table>

2 Attendance pattern

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

3 Admission to candidature

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

4 Requirements for award

1. The units of study that may be taken for the Bachelor of Psychology are set out in Science Table A, Arts Table A, Table S and Table Q. Students are required to nominate either the Science stream or the Arts and Social Sciences stream upon commencement of candidature.
2. To qualify for the award of the Bachelor of Psychology, students must successfully complete 192 credit points, comprising all common requirements and units from either Arts and Social Sciences or Science.
3. Common requirements for all students
   (a) complete the Program in Psychology, comprising no more than 60 credit points of junior units of study; and
      (i) a minimum of 12 credit points of 1000-level Psychology units of study (as required for the Program), a minimum of 12 credit points of junior Psychology units of study with a minimum average mark of 65 and
      (ii) 24 credit points of 2000-level Psychology units of study (as required for the Program); and
      (iii) 24 credit points of 3000-level Psychology units of study (as required for the Program); and
   (b) an additional 6 credit points of 3000-level Psychology elective units of study; 48 credit points of Psychology Honours units of study from the Honours units of study Tables.
   (c) a minimum of 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
   (d) 48 credit points of Psychology Honours units of study from the Honours units of study table listed in Table A.
4. Science Stream
   (a) The only units of study which may be taken by students in the Science stream of the degree are set out in Table A from the Faculty of Science and Table B from the Faculty of Arts and Social Sciences;
   (i) Students in the Science stream must complete; before progression to Honours; a minimum of 96 credit points from Science subject areas in Table A before progression to Honours, including:
      (ii) 12 credit points of Mathematics Degree Core subjects as per the Bachelor of Science a minimum of 12 credit points from the Science subject areas of Mathematics and Statistics; and
   (b) a minor (36 credit points) or second major (48 credit points) as defined in Science Table A or Arts Table A or Table S; minimum of 12 credit points of Junior units of study from Science subject areas other than Psychology and Mathematics and Statistics; or
5. Arts and Social Sciences Stream
   (a) Students in the Arts and Social Sciences stream must additionally complete a major from Arts Table A as set out in the course resolutions for Bachelor of Arts and Social Sciences degree before progression to Honours;
   (ii) complete a major in an Arts and Social Science subject area from Table A as set out in the course resolution for Bachelor of Arts degree before progression to Honours; and
   (iii) ensure a minimum of 60 credit points of units of study from Table A.
5. Progression rules

1. Students must achieve a minimum average mark of 65 in 1XXX level junior Psychology units of study and a minimum average mark of 75 in both 2XXX level intermediate and 3XXX level senior Psychology units of study in order to progress to the final Honours year.
(2) Students who fail to maintain the required average in Psychology units of study specified above will be transferred to either the Bachelor of Science or the Bachelor of Arts in their next year of enrolment with full credit for the units of study completed.

(3) Students who complete all course requirements to the end of the third year, but fail to achieve the required average in Psychology units in order to progress to the Honours year will be awarded the Bachelor of Science or Bachelor of Arts.

(4) Completion of the Honours year in Psychology is a requirement for the award of the Bachelor of Psychology.

(5) To qualify for admission to the Honours year a candidate must have completed 144 credit points including the remaining common requirements and the relevant units from Arts and Social Sciences or Science.

(6) To qualify for the award of the Bachelor of Psychology a candidate must complete 48 credit points of units of study from the Honours units of study table, with an honours mark of at least 65.

6 Award of the degree

(1) The Bachelor of Psychology is an integrated Honours program. In accordance with the Academic Board Policy on Awards with Honours, the award of Honours is assessed and calculated using a grade average based on 48 credit points of Psychology Honours units of study undertaken in the candidate's final year of study. Psychology Honours units of study are set out in the Faculty of Science Table A Honours units of study table.

(2) The Bachelor of Psychology is awarded in classes ranging from First Class to Third Class according to the conditions specified in the Resolutions of the Faculty of Science.

(3) Candidates who do not achieve an Honours mark of 65 or more will be awarded a Bachelor of Science or Bachelor of Arts, depending on their chosen stream.

7 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2018, and persons who commenced their candidature prior to 1 January, 2017 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2023, or later date as the Faculty may, in special circumstances, approve.

(3) Candidates who commenced their candidature prior to 1 January, 2018 and who fail to meet the progression rules specified above will be transferred to the Bachelor of Science (Pre-2018) or the Bachelor of Arts (Pre-2018) in their next year of enrolment with full credit for the units of study completed.

(4) Students who commenced their degree prior to 1 January 2018 or who progress according to degree resolutions applicable to students commencing before that date may take major/s from the major/s listed under "Transitional Provisions" in Table 1.
Bachelor of Science and Bachelor of Laws

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

Course resolutions

1 Course codes

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<td>Bachelor of Science and Bachelor of Laws</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Streams

1. The Bachelor of Science in this combined degree is available in the following streams:
   a. Advanced
   b. Advanced Mathematics

2. Students with a sufficient ATAR may choose to be admitted into either of the Advanced streams. All others will enter the Bachelor of Science without a stream. Students, who have completed at least 48 credit points, may be permitted to transfer to either the Bachelor of Science (Advanced) or (Advanced Mathematics) stream if they:
   a. achieved a minimum average mark of 75 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 of Science student office.

4 Cross-faculty management

1. Candidates will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science. They will then be under the supervision of the Faculty of Law.

2. The Deans of the Faculty of Science and the Faculty of Law shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for 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.

6 Requirements for award

1. The units of study that may be taken for this combined degree are set out in Table 1 from the Faculty of Science and the Faculty of Law Undergraduate table.

2. To qualify for the award of the pass degrees, a candidate must complete 240 credit points, comprising:
   a. 96 credit points from Science subject areas; and
   b. 144 credit points of Law units of study, of which 48 credit points are Combined Law compulsory units of study for Years 1, 2 and 3
   and are credited towards the requirements for both the Bachelor of Science and the Bachelor of Laws.

3. The Dean of the Faculty of Science may permit a candidate of exceptional merit who is admitted to the Talented Student Program to undertake a unit or units of study within the Faculty of Science other than those specified in the tables.

4 Requirements for the Bachelor of Science: To qualify for the award of the Bachelor of Science a candidate must complete 144 credit points comprising:
   a. 48 credit points of Combined Law compulsory units of study for Years 1, 2 and 3; and
   b. 96 credit points from Science subject areas, including:
      i. a major in a Science subject area; and
      ii. a minimum of 12 credit points from the Science subject areas of Mathematics and Statistics; and
      iii. 24 credit points of junior units of study from at least two Science subject areas other than Mathematics or Statistics; and
      iv. 60 credit points of intermediate and senior units of study in Science subject areas.

5. Candidates completing the Advanced stream must also include as part of the above requirements:
   i. a minimum of 12 credit points of intermediate units of study at either the Advanced level or as TSP units in Science subject areas; and
   ii. 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.

6 Requirements for the Bachelor of Laws

1. The units of study that may be taken for this combined degree are set out in Table 1 from the Faculty of Science and the Faculty of Law Undergraduate table.

2. To qualify for the award of the pass degrees, a candidate must complete 240 credit points, comprising:
   a. 96 credit points from Science subject areas; and
   b. 144 credit points of Law units of study, of which 48 credit points are Combined Law compulsory units of study for Years 1, 2 and 3
   and are credited towards the requirements for both the Bachelor of Science and the Bachelor of Laws.

3. The Dean of the Faculty of Science may permit a candidate of exceptional merit who is admitted to the Talented Student Program to undertake a unit or units of study within the Faculty of Science other than those specified in the tables.

4 Requirements for the Bachelor of Science: To qualify for the award of the Bachelor of Science a candidate must complete 144 credit points comprising:
   a. 48 credit points of Combined Law compulsory units of study for Years 1, 2 and 3; and
   b. 96 credit points from Science subject areas, including:
      i. a major in a Science subject area; and
      ii. a minimum of 12 credit points from the Science subject areas of Mathematics and Statistics; and
      iii. 24 credit points of junior units of study from at least two Science subject areas other than Mathematics or Statistics; and
      iv. 60 credit points of intermediate and senior units of study in Science subject areas.

5. Candidates completing the Advanced stream must also include as part of the above requirements:
   i. a minimum of 12 credit points of intermediate units of study at either the Advanced level or as TSP units in Science subject areas; and
   ii. 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.

6 Requirements for the Bachelor of Laws

...
To qualify for the award of the Bachelor of Laws, a candidate must complete 144 credit points taken from the School of Law Undergraduate Table, comprising:

1. 102 credit points of compulsory units of study; and
2. 42 credit points of electives units of study, of which a maximum of 36 credit points are taken from Part 1 and a minimum of 6 credit points are taken from Part 2.
3. Students may apply to take up to a maximum of 24 credit points of LAWS6000/JURS6000 units of study as elective units of study.
   (i) enrolment in LAWS6000/JURS6000 units of study will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.
   (ii) enrolment in LAWS6000/JURS6000 units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws.
4. students may only enrol in LAWS6000/JURS6000 units listed in the Bachelor of Laws Elective units of study Table.

7 Majors

1. Completion of a major is a requirement of the Bachelor of Science in this combined degree.
2. With the exception of the Psychology major, a major in the Bachelor of Science requires the completion of 24 senior credit points from one Science subject area listed in Table 1. The list of majors available in the Bachelor of Science is specified in the course resolutions for the Bachelor of Science.

8 Progression rules

1. Candidates in a combined law program must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study.
2. Candidates are required to complete Bachelor of Laws units in the order listed in the Faculty of Law Undergraduate Table.
3. Except with permission of the Dean of the Faculty of Law, candidates must complete the requirements for the Bachelor of Science before proceeding to Year Four of the Bachelor of Laws.
4. Candidates enrolled in the Bachelor of Science (Advanced) and (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.
5. Candidates enrolled in the Bachelor of Science (Advanced) or (Advanced Mathematics) who fail to achieve a minimum average mark of 65 in 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. Both the Bachelor of Science and the Bachelor of Laws may be awarded with honours.
2. Honours in the Bachelor of Science is available to meritorious candidates who complete an additional year of full time study after the completion of the pass degree.
3. Honours in the Bachelor of Laws is available to meritorious students who complete an alternative set of units of study in the final year of the program.
4. Candidates who qualify to undertake honours in the Bachelor of Science may elect to enrol in the honours program:
   (a) by suspending candidature from the Bachelor of Laws degree for one year, with the permission of the Faculty of Law; or
   (b) by undertaking the honours course after completion of both degrees in the combined program.
5. The admission and award requirements for honours in either Science or Laws are listed in the resolutions of the Faculty of Science and Bachelor of Laws course resolutions respectively.

10 Award of the degree

1. The Bachelor of Science and Bachelor of Laws are awarded in the grades of either Pass or Honours.
2. Honours in the Bachelor of Science is awarded in classes ranging from First Class to Third Class in accordance with the resolutions of the Faculty of Science.
3. Honours in the Bachelor of Laws may be awarded in First Class or Second Class in accordance with the Resolutions of the Bachelor of Laws.
4. Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

11 Course transfer

A candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Science by written application to the Faculty of Science, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidature in the Bachelor of Laws will cease in these circumstances.

12 Transitional provisions

1. These resolutions apply to students who commenced their candidature on or after 1 January, 2017.
2. Candidates who commenced prior to 1 January, 2017 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2022, or later date as the relevant faculty may, in special circumstances, approve.
3. Notwithstanding sub-rule (2), the admission and award requirements for Honours in the Bachelor of Laws will be determined according to the transitional provisions in rule 11 of the Resolutions of the Bachelor of Laws.
4. Students who commenced their degree prior to 1 January 2018 or who progress according to degree resolutions applicable to students commencing before that date may take major/s from the major/s listed under "Transitional Provisions" in Table 1.
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 Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPSCINUD-01</td>
<td>Bachelor of Science/ Master of Nutrition and Dietetics</td>
<td>Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics)</td>
</tr>
<tr>
<td>MANUTDIE-01</td>
<td>Master of Nutrition and Dietetics</td>
<td></td>
</tr>
</tbody>
</table>

2 Attendance pattern

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) At least 18 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 Intermediate or Senior level Nutrition Science as specified in Table 1G; and
       (vi) 6 credit points of Intermediate or Senior level Food Science as specified in Table 1G.
   (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 no more than 48 credit points of junior units of study and, as part of the above requirements, ensure:
   (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 48 credit points of senior units of study of which at least 24 credit points are completed at the Advanced level or as TSP units in a single Science subject area.

4. Candidates completing the Advanced Mathematics stream must include no more than 48 credit points of junior units of study and, as part of the above requirements, ensure:

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 48 credit points of senior units of study of which at least 24 credit points are completed at the Advanced level or as TSP units in the Science subject areas of 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.

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 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, 2017 and persons who commenced their candidature prior to 1 January, 2017 who elect to proceed under these resolutions.

2. Candidates who commenced their degree prior to 1 January, 2017 who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

3. Students who commenced their degree prior to 1 January 2018 or who progress according to degree resolutions applicable to students commencing before that date may take major/s from the major/s listed under "Transitional Provisions" in Table 1.
Bachelor of Science (Advanced)/Doctor of Dental Medicine

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

Course resolutions

1 Course codes

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</tr>
</thead>
<tbody>
<tr>
<td>BPSCADMD-01</td>
<td>Bachelor of Science (Advanced)/Doctor of Dental Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Cross faculty management

(1) Candidates in this double degree will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science (Advanced). They will then be under the supervision of the Faculty of Dentistry.

(2) The Deans of the Faculty of Science and the Faculty of Dentistry shall jointly exercise authority in any matter concerned with the double degree course not otherwise dealt with in these resolutions.

4 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Applicants are ranked by merit and offers for available places are issued according to the ranking. Eligible Indigenous or Torres Strait Islander applicants who submit additional information may improve their ranking by participating in the University’s access and equity schemes. Details of admission policies are found in the Coursework Rule.

(2) In addition, admission to this course requires the applicant to participate in a semi structured interview. The results of this interview will form part of the ranking of applicants.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in:
   (a) Table 1 for the Bachelor of Science (Advanced) from the Faculty of Science; and
   (b) The table of units of study for the Doctor of Dental Medicine from the Faculty of Dentistry.

(2) The Dean of the Faculty of Science may permit a candidate of exceptional merit who is admitted to the Talented Student Program (TSP) to undertake a unit or units of study within the Faculty other than those specified in Table 1.

(3) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
   (a) 144 credit points to qualify for the award of the Bachelor of Science (Advanced) as required by the Bachelor of Science resolutions, including 6 credit points of junior biology taken from BIOL1003, BIOL1903, BIOL1993, BIOL1006, BIOL1906, BIOL1996, BIOL1997, BIOL1907 or BIOL1997; and
   (b) 192 credit points to qualify for the award of the Doctor of Dental Medicine as required by the resolutions for the Doctor of Dental Medicine.

6 Majors

(1) Completion of a major, comprising all units completed at advanced level, is a requirement of the Bachelor of Science (Advanced) in this double degree. Candidates have the option of completing up to two majors.

(2) The list of majors available in the Bachelor of Science (Advanced) is specified in the course resolutions for the Bachelor of Science.

7 Progression rules

(1) Candidates must complete all requirements for the degree Bachelor of Science (Advanced) within three years (or four years with honours), excluding any authorised periods of suspension, and must maintain a credit average in each year of study in the Bachelor of Science (Advanced) degree (assessed annually), this being the minimum achievement required for admission to candidature for the Doctor of Dental Medicine.

(2) Candidates must meet the Doctor of Dental Medicine Biology pre-requisite through successful completion of 6 credit points of junior biology taken from BIOL1003, BIOL1903, BIOL1993, BIOL1006, BIOL1906, BIOL1996, BIOL1007, BIOL1907 or BIOL1997 in the Bachelor of Science (Advanced) degree.

(3) One zero credit point unit of study (SDDP1011) in Dentistry to be completed during candidature in the Bachelor of Science (Advanced) degree

(4) Failure to maintain required progression and minimum result requirements will result in candidates being transferred from the double degree program to the Bachelor of Science (Advanced) or to the Bachelor of Science, determined by the Faculty of Science, according to the requirements of those degree resolutions at the point of transfer, with full credit for the units of study completed.

8 Requirements for the Honours degree

(1) Honours is available to meritorious candidates in the Bachelor of Science (Advanced).
Honours in the Bachelor of Science (Advanced) requires completion of an additional year of full time study. Candidates must complete the requirements for the honours course full-time over two consecutive semesters.

Candidates who enrol in the honours year at the completion of the Bachelor of Science (Advanced) will suspend enrolment in the double degree and transfer to the Bachelor of Science honours candidature and enrol in fourth year units of study, before returning to complete the double award. Honours can also be attempted at the completion of the double degree program.

Admission and award requirements for honours in the Bachelor of Science (Advanced) are described in the resolutions of the Faculty of Science.

Award of the degree

The Bachelor of Science (Advanced) is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the conditions specified in the resolutions of the Faculty of Science.

Candidates for the award of an Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

The Doctor of Dental Medicine is awarded as a Pass grade.

Credit Transfer

It is not possible for candidates enrolled in the Bachelor of Science (Advanced)/Doctor of Dental Medicine to obtain credit towards the Doctor of Dental Medicine for previous studies.

Course transfer

A candidate may abandon the double degree program and elect to complete the Bachelor of Science (Advanced) or the Bachelor of Science in accordance with the resolutions governing that degree. Completion of the Doctor of Dental Medicine in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

Transitional Provisions

Students who commenced their degree prior to 1 January 2018 or who progress according to degree resolutions applicable to students commencing before that date may take major/s from the major/s listed under “Transitional Provisions” in Table 1.
Bachelor of Science (Advanced)/Doctor of Medicine

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

Course resolutions

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</thead>
<tbody>
<tr>
<td>BPSCAMED-01</td>
<td>Bachelor of Science (Advanced)/Doctor of Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is full time only.

3 Cross faculty management
(1) Candidates in this double degree will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science (Advanced). They will then be under the supervision of the Faculty of Medicine (Sydney Medical School).
(2) The Deans of the Faculty of Science and the Faculty of Medicine shall jointly exercise authority in any matter concerned with the double degree course not otherwise dealt with in these resolutions.

4 Admission to candidature
(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Applicants are ranked by merit and offers for available places are issued according to the ranking. Eligible Indigenous or Torres Strait Islander applicants who submit additional information may improve their ranking by participating in the University’s access and equity schemes. Details of admission policies are found in the Coursework Rule.
(2) In addition, admission to this course requires the applicant to participate in a semi-structured interview. The results of this interview will form part of the ranking of applicants.
(3) The Dean may also admit to the Bachelor of Science (Advanced)/Doctor of Medicine students who:
   (a) are candidates for the Bachelor of Science (Advanced)/Bachelor of Medicine and Bachelor of Surgery;
   (b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and
   (c) have formally elected to proceed under these resolutions.

5 Requirements for award
(1) The units of study that may be taken for the course are set out in:
   (a) Table 1 for the Bachelor of Science (Advanced) from the Faculty of Science; and
   (b) the table of units of study for the Doctor of Medicine from the Faculty of Medicine.
(2) The Dean of the Faculty of Science may permit a candidate of exceptional merit who is admitted to the Talented Student Program (TSP) to undertake a unit or units of study within the Faculty other than those specified in Table 1.
(3) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
   (a) 144 credit points to qualify for the award of the Bachelor of Science (Advanced) as required by the Bachelor of Science resolutions; and
   (b) 192 credit points to qualify for the award of the Doctor of Medicine as required by the resolutions for the Doctor of Medicine; and
   (c) one zero credit point Medicine unit of study in the first three years of the program.

6 Majors
(1) Completion of a major is a requirement of the Bachelor of Science (Advanced) in this double degree. Candidates have the option of completing up to two majors.
(2) The list of majors available in the Bachelor of Science (Advanced) is specified in the course resolutions for the Bachelor of Science.

7 Progression rules
(1) Candidates must complete all requirements for the degree Bachelor of Science (Advanced) within three years (or four years with honours), excluding any authorised periods of suspension, and must maintain a credit average in each year of the Bachelor of Science (Advanced), this being the minimum achievement required for admission to candidature for the Doctor of Medicine.
(2) Failure to maintain required progression and minimum result requirements will result in candidates being transferred from the double degree program to the Bachelor of Science (Advanced) or to the Bachelor of Science, determined by the Faculty of Science, according to the requirements of those degree resolutions at the point of transfer, with full credit for the units of study completed.

8 Requirements for the Honours degree
(1) Honours is available to meritorious candidates in the Bachelor of Science (Advanced).
(2) Honours in the Bachelor of Science (Advanced) requires completion of an additional year of full time study. Candidates must complete the requirements for the honours course full-time over two consecutive semesters.
(3) Candidates who enrol in the honours year at the completion of the Bachelor of Science (Advanced) will suspend enrolment in the double degree and transfer to the Bachelor of Science honours candidature and enrol in fourth year units of study, before returning to complete the double award. Honours can also be attempted at the completion of the double degree program.

(4) Admission and award requirements for honours in the Bachelor of Science (Advanced) are described in the resolutions of the Faculty of Science.

9 Award of the degree

(1) The Bachelor of Science (Advanced) is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the conditions specified in the resolutions of the Faculty of Science.

(2) Candidates for the award of an Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

(3) The Doctor of Medicine is awarded as a Pass grade.

10 Credit Transfer

It is not possible for candidates enrolled in the Bachelor of Science (Advanced)/Doctor of Medicine to obtain credit for previous studies, except where approved by the Dean of Medicine for the purposes of subclause 4(3).

11 Course transfer

A candidate may abandon the double degree program and elect to complete the Bachelor of Science or the Bachelor of Science (Advanced) in accordance with the resolutions governing that degree. Completion of the Doctor of Medicine in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

12 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2016.

(2) These resolutions also apply to students who have been admitted to the degree in accordance with subclause 4(3).

(3) Students who commenced their degree prior to 1 January 2018 or who progress according to degree resolutions applicable to students commencing before that date may take major/s from the major/s listed under “Transitional Provisions” in Table 1.
TABLE 1: APPLIED MEDICAL SCIENCE

Table 1 lists units of study available to students in the Bachelor of Science and combined degrees. The units are available to students enrolled in other degrees in accordance with their degree resolutions.

Transitional Provisions
The following major is available to students who commenced the Bachelor of Science, the Bachelor of Medical Science or a combined or double degree prior to 1 January 2018 or who progress according to degree resolutions applicable to students commencing before that date.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
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<tbody>
<tr>
<td><strong>Applied Medical Science</strong></td>
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<tr>
<td>For a major in Applied Medical Science</td>
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<tr>
<td><strong>Intermediate units of study</strong></td>
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<tr>
<td>IMMU2101 Introductory Immunology</td>
<td>6</td>
<td>P (6 credit points of CHEM1XXX) and (6 credit points of BIOL1XXX and/or MBLG1XXX)</td>
<td></td>
<td></td>
<td>N IMMU2001 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</td>
<td>Semester 1</td>
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<td></td>
<td></td>
<td>This is a prerequisite unit of study for IMMU3102, IMMU3202, IMMU3902 and IMMU3903. The completion of 6 credit points of MBLG units of study is highly recommended.</td>
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<tr>
<td><strong>Senior units of study</strong></td>
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<tr>
<td>AMED3001 Cancer</td>
<td>6</td>
<td>P MEDS2004 or MIMI2X02 or IMMU2101 or BMED2404</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMED3002 Interrogating biomedical and health data</td>
<td>6</td>
<td>A Exploratory data analysis, sampling, simple linear regression; t-tests, confidence intervals and chi-squared goodness of fit tests, familiar with basic coding, basic linear algebra.</td>
<td></td>
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<td></td>
<td>Semester 1</td>
</tr>
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<td>AMED3003 Diagnostics and Biomarkers</td>
<td>6</td>
<td>P MEDS2004 or MIMI2X02 or IMMU2101 or BMED2404</td>
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<td>AMED3004 Clinical Science</td>
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<td>MEDS2004 or MIMI2X02 or IMMU2101 or BME2404</td>
<td>Semester 2</td>
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</tbody>
</table>


Non-Confidential

Author | Ms Veronica Boulton, Faculty of Science
Reviewer/Approver | Professor Trevor Hambley, Dean of Science
Paper title | Bachelor of Medical Science and Bachelor of Medical Science (Honours) minor course amendment
Purpose | To advise the Undergraduate Studies Committee and the Academic Board of the changes required to Bachelor of Medical Science and Bachelor of Medical Science (Honours) degree resolutions and table, encompassing amendments to ensure progression and transitional arrangements.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Science to amend the Bachelor of Medical Science, Bachelor of Medical Science (Honours) and Bachelor of Medical Science / Doctor of Medicine award courses; and
(2) approve the amendment of course resolutions and unit of study tables arising from the proposal with effect from 1 January 2018.

EXECUTIVE SUMMARY

Action from USC:
Progression requirements have been amended to provide better clarity.

This proposal outlines the changes required to the Bachelor of Medical Science degree resolutions and degree table for students who have not completed 30 credit points of BMED240X core units of study at the end of 2018 after which these units will no longer be offered.

1. Amend the progression requirements so that students can progress to BMED2XXX units when they have completed at least 30 credit points taken from the following: junior Biology (12 credit points max), junior Mathematics (12 credit points max), junior Chemistry (12 credit points max).

2. Amend the transitional provisions providing a structure on how candidates who have not completed all the required junior units prior to 1 January 2019 will need to proceed

3. Reflect unit of study changes in Table IV

To incorporate USC feedback for Table IV: addition of "Applied Medical Science (Transitional Provision)" in part D. Majors.

IMPLEMENTATION

This degree will not have any new intake in 2018 but its resolutions and table will still appear in the 2018 Science Undergraduate Handbook.

ATTACHMENTS

1. Bachelor of Medical Science and Bachelor of Medical Science (Honours) minor course amendment proposal
2. Amended course resolutions
3. Amended degree table
1 Bachelor of Medical Science
   Amended Course resolutions and Table IV Medical Science

This proposal outlines the changes required to the Bachelor of Medical Science degree resolutions and degree table for students who have not completed 30 credit points of BMED240X core units of study at the end of 2018 after which these units will no longer be offered.

I endorse the proposal for the Bachelor of Medical Science, to be resubmitted to Academic Board.

Dean of Science, Trevor Hambley
Bachelor of Medical Science

Bachelor of Medical Science (Honours)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPMEDSCI-02</td>
<td>Bachelor of Medical Science</td>
</tr>
<tr>
<td>BHMEDSCH-01</td>
<td>Bachelor of Medical Science (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Admission to candidature

(1) 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 Rule), or on the basis of Mature Age Admission as set out in the Admissions chapter of the Coursework Policy.

(2) Transferring into the Intermediate year of the Bachelor of Medical Science degree. A limited number of students may be permitted to transfer into the course at the beginning of the Intermediate year after completing the first year of a degree with the same or very similar content to the Bachelor of Medical Science. Applicants must complete all of the units of study deemed equivalent by the faculty. Selection is based solely on performance in the first year units of study.

4 Requirements for award

(1) The units of study that may be taken for this award are set out in Table IV for the Bachelor of Medical Science. The Dean may permit a candidate 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 Table IV.

(2) To qualify for the award of the pass degree, a student must successfully complete 144 credit points, comprising:

(a) a major from a Science discipline area listed in Table I, which will be recorded on the Testamur;

(b) a minimum of 48 credit points from Junior units of study as specified in Table IV A;

(c) no more than 60 credit points of junior units of study;

(d) 36 credit points of Intermediate core units of study listed in Table IV B;

(e) a minimum of 12 credit points of Senior units of study in a medical science area as listed in Table IV C; and

(f) no more than 12 credit points of units of study from outside Tables I and IV.

5 Progression rules

(1) Except with the permission of the Dean, students may not enrol in an Intermediate core unit of study until they have completed 48 credit points from Junior Bachelor of Medical Science core units in any area or at least 30 credit points taken from the following: Junior Biology (12 credit points max), Junior Mathematics (12 credit points max), Junior Chemistry (12 credit points max).

(2) Students may not enrol in a Senior unit of study until they have completed 18 credit points of Intermediate core units of study including BMED2401.

6 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an additional year of full time study.

(2) Admission, requirements and award of honours are according to the Coursework Policy and the Resolutions of the Faculty of Science.

(3) To qualify for the award of the honours degree, a student must complete 48 credit points of honours units of study in one of the honours subject areas listed in Table IV F.

7 Award of the degree

(1) The Bachelor of Medical 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 Coursework Policy and the rules specified in the Resolutions of the Faculty of Science.

(2) Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

8 Transitional provisions

(1) These resolutions apply to all candidates enrolled or commencing their candidature after 1 January, 2012.

(2) Candidates who commenced their candidature prior to 1 January, 2012 may elect to complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2017, or later date as the Faculty may, in special circumstances, approve.
(3) Candidates who have completed some, but not all, required intermediate core units listed in Table IV prior to 1 January 2012, will proceed as follows:

(a) candidates who have completed 36-48 credit points from BMED280X units including BMED2801, will be deemed to have completed the intermediate core requirements listed in Table IV under these resolutions;

(b) candidates who have completed at least 36 credit points from BMED280X units, not including BMED2801, will be required, in addition, to complete BMED2401;

(c) candidates who have completed 18-30 credit points from BMED280X units will be advised on the outstanding intermediate core requirements listed in Table IV under these resolutions, and will be required to complete the equivalent of 36 credit points from BMED240X units;

(d) candidates who have completed 6-12 credit points from BMED280X units, not meeting the progression requirements listed under Section 5, above, will be advised to transfer to the BSc degree.

(4) Candidates who have completed some, but not all, required junior or intermediate core units listed in Table IV prior to 1 January 2019, will proceed as follows:

(a) candidates who have completed 30-36 credit points from BMED240X will be deemed to have completed the intermediate core requirements listed in Table IV under these resolutions;

(b) candidates who have completed 18-24 credit points from BMED240X units will be advised on the outstanding intermediate core requirements listed in Table IV under these resolutions, and will be required to complete the equivalent of 30 credit points from BMED240X and/or MEDS200X units;

(c) candidates who have completed 6-12 credit points from BMED240X units, not meeting the progression requirements listed under Section 5, above, will be advised to transfer to the Bachelor of Science or the Bachelor of Science (Medical Science);

(d) candidates who have completed less than 30-42 credit points from junior Bachelor of Medical Science units of study not meeting the progression requirements listed under Section 5, above, will be advised to transfer to the Bachelor of Science or the Bachelor of Science (Medical Science).

(5) Students who commenced their degree prior to 1 January 2018 or who progress according to degree resolutions applicable to students commencing before that date may take major/s from the major/s listed under 'Transitional Provisions' in Table 1.
Bachelor of Medical Science/Doctor of Medicine

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPMSCMED-01</td>
<td>Bachelor of Medical Science/Doctor of Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Cross faculty management

1. Candidates in this double degree will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Medical Science. After that they will be under the general supervision of the Faculty of Medicine (Sydney Medical School).

2. The Deans of the Faculties of Medicine and Science shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

4 Admission to candidature

1. Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Applicants are ranked by merit and offers for available places are issued according to the ranking. Eligible Indigenous or Torres Strait Islander applicants who submit additional information may improve their ranking by participating in the University’s access and equity schemes. Details of admission policies are found in the Coursework Rule.

2. In addition, admission to this course requires the applicant to participate in a semi structured interview. The results of this interview will form part of the ranking of applicants.

3. The Dean may also admit to the Bachelor of Medical Science/Doctor of Medicine students who:

   a. are candidates for the Bachelor of Medical Science/Bachelor of Medicine and Bachelor of Surgery;

   b. did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and

   c. have formally elected to proceed under these resolutions.

5 Requirements for award

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

   a. Table IV for the Bachelor of Medical Science in the Faculty of Science handbook; and

   b. the table of units of study for the Doctor of Medicine from the Faculty of Medicine.

2. The Dean of the Faculty of Medicine may permit a candidate 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 Table IV.

3. To qualify for the award of a degree, a candidate must successfully complete 336 credit points, comprising:

   a. 144 credit points to qualify for the award of the Bachelor of Medical Science as required by the Bachelor of Medical Science resolutions; and

   b. 192 credit points to qualify for the award of the Doctor of Medicine as required by the resolutions for the Doctor of Medicine; and

   c. One zero credit point Medicine unit of study in the first three years of the program.

6 Progression rules

1. Candidates must complete all requirements for the degree Bachelor of Medical Science within three years (or four years with honours), excluding any authorised periods of suspension, and must maintain a credit average in each year of the Bachelor of Medical Science, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.

2. Failure to maintain required progression and minimum result requirements will result in candidates being transferred from the double degree program to the Bachelor of Medical Science with full credit for the units of study completed.

7 Requirements for the Honours degree

1. Honours is available to meritorious candidates in the Bachelor of Medical Science.

2. Honours in the Bachelor of Medical Science requires completion of an additional year of full time study. Candidates must complete the requirements for the honours course full-time over two consecutive semesters.

3. Candidates who enrol in the honours year at the completion of the Bachelor of Medical Science will suspend enrolment in the double degree and transfer to the Bachelor of Medical Science honours candidature and enrol in fourth year units of study, before returning to complete the double degree award. Honours can also be attempted at the completion of the double degree program.

4. Admission and award requirements for honours are described in the resolutions of the Faculty of Science.

8 Award of the degree

1. The Bachelor of Medical 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.
(2) Candidates for the award of an Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

(3) The Doctor of Medicine is awarded as a Pass grade.

9 Credit Transfer

It is not possible for candidates enrolled in the Bachelor of Medical Science/Doctor of Medicine to obtain credit for previous studies, except where approved by the Dean of Medicine for the purposes of subclause 4(3).

10 Course transfer

A candidate may abandon the double degree program and elect to complete the Bachelor of Medical Science in accordance with the resolutions governing that degree. Completion of the Doctor of Medicine in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

11 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2016.

(2) These resolutions also apply to students who have been admitted to the degree in accordance with subclause 4(3).

(3) Students who commenced their degree prior to 1 January 2018 or who progress according to degree resolutions applicable to students commencing before that date may take major/s from the major/s listed under ‘Transitional Provisions’ in Table 1.
### Table IV Bachelor of Medical Science

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Junior units of study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates are required to complete:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) 12 credit points of Junior units of study from the Science Subject Area of Chemistry; and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) 12 credit points of Junior units of study from the Science Subject Area of Mathematics; and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) 12 credit points of Junior units of study from the Science Subject Area of Biology; and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) 12 credit points of Junior units of study from the Science Subject Area of Physics (excluding PHYS1500); or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 credit points of Junior units of study from the Science Subject Area of Psychology; or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 credit points of Junior Physics (excluding PHYS1500) and 6 credit points of Junior Psychology.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Intermediate units of study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates are required to complete 36 credit points of intermediate core units of study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>These may all be taken in Year 2 of a standard candidature, or as BMED(2401, 2402, 2404 and 2405) in Year 2 and BMED(2403 and 2406) in Year 3, as shown in the sample enrolment tables.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BMED2401 Cellular Foundations of Medical Sciences**

- **P 4236cp 4230cp** from [(12cp from CH3M1XXX and 12cp from MATH1XXX and 12cp from (BIOL1XXX, MBLG1XXX) and [(12cp from PHYS1XXX (except PHYS1500)) or 12cp from PSYC1XXX or (6cp from PHYS1XXX (except PHYS1500) and 6cp from PSYC1XXX) or 12cp from Engineering)]
- N ANAT2008 or ANAT2010 or ANAT2910 or ANAT2011 or BMCH2072 or BHM2972 or BIOL2006 or BIOL2016 or BIOL2029 or BIOL2929 or BIOL2916 or BMED2801 or BMED2802 or BIOL2906 or IMMU2101 or MIRC2021 or MIRC2921 or MIRC2022 or MIRC2922 or NUTR2911 or NUTR2912 or PCOL2011 or PHSI2005 or PHSI2006 or PHSI2905 or PHSI2906
- MIRC2921 or ANAT2008 or IMMU2101 or MIRC2021 or BHM2972 or MIRC2922 or ANAT2010 or ANAT2910 or ANAT2011 or BMED2801 or PCOL2011 or MIRC2022 or BIOL2016 or PHSI2905 or PHSI2906 or PHSI2906 or NUTR2912 or BMED2802 or PHSI2005 or NUTR2911 or BIOL2916 or BHM2072 or BIOL2906 or PHSI2906

**BMED2402 Nerve and Muscle**

- **P 4236cp 4230cp** from [(12cp from CH3M1XXX and 12cp from MATH1XXX and 12cp from (BIOL1XXX, MBLG1XXX) and [(12cp from PHYS1XXX (except PHYS1500)) or 12cp from PSYC1XXX or (6cp from PHYS1XXX (except PHYS1500) and 6cp from PSYC1XXX) or 12cp from Engineering)]
- N ANAT2008 or ANAT2010 or ANAT2011 ANAT2910 or BMCH2072 or BHM2972 or BIOL2006 or BIOL2016 or BIOL2906 or BIOL2916 or BMED2806 or IMMU2101 or MIRC2021 or MIRC2022 or MIRC2921 or MIRC2922 or NUTR2911 or NUTR2912 or PCOL2011 or PHSI2005 or
| BMED2403 Cardiovascular and Respiratory Systems | 6 | P 4236 cp 4230 cp from \( \{12 \text{cp from CHEM1XXX and 12 cp from MATH1XXX and 12 cp from } (\text{Biol1XXX, MLB1XXX}) \text{ and } (\{12 \text{cp from PHYS1XXX(except PHYS1500)}\} \text{ or 12 cp from PVC1XXX or (6 cp from PHYS1XXX(except PHYS1500)} \text{ and 6 cp from PVC1XXX or (12 cp from Engineering)}\} \) | Semester 1 |
| BMED2404 Microbes, Infection and Immunity | 6 | P 4236 cp 4230 cp from \( \{12 \text{cp from CHEM1XXX and 12 cp from MATH1XXX and 12 cp from } (\text{Biol1XXX, MLB1XXX}) \text{ and } (\{12 \text{cp from PHYS1XXX(except PHYS1500)}\} \text{ or 12 cp from PVC1XXX or (6 cp from PHYS1XXX(except PHYS1500)} \text{ and 6 cp from PVC1XXX or (12 cp from Engineering)}\} \) | Semester 2 |
| BMED2405 Gut and Nutrient Metabolism | 6 | P 4236 cp 4230 cp from \( \{12 \text{cp from CHEM1XXX and 12 cp from MATH1XXX and 12 cp from } (\text{Biol1XXX, MLB1XXX}) \text{ and } (\{12 \text{cp from PHYS1XXX(except PHYS1500)}\} \text{ or 12 cp from PVC1XXX or (6 cp from PHYS1XXX(except PHYS1500)} \text{ and 6 cp from PVC1XXX or (12 cp from Engineering)}\} \) | Semester 2 |
| BMED2406 Hormones, Kidney and Reproduction | 6 | P 4236 cp 4230 cp from \( \{12 \text{cp from CHEM1XXX and 12 cp from MATH1XXX and 12 cp from } (\text{Biol1XXX, MLB1XXX}) \text{ and } (\{12 \text{cp from PHYS1XXX(except PHYS1500)}\} \text{ or 12 cp from PVC1XXX or (6 cp from PHYS1XXX(except PHYS1500)} \text{ and 6 cp from PVC1XXX or (12 cp from Engineering)}\} \) | Semester 2 |
In addition, candidates may take intermediate units of study from Table I for which they have satisfied the prerequisites.

However, candidates are prohibited from taking the following units of study due to substantive overlap in content with the Intermediate core units of study:

(i) Intermediate units of study offered by the School of Life and Environmental Sciences (exceptions listed below); and

(ii) Intermediate units of study offered by the School of Medical Sciences (exceptions listed below); and

(iii) IMMU2101; and

(iv) BIOL2016/2916; BIOL2029/2929; MICR2021/2921; MICR2022/2922; MICR2024; BCHM2072/2972.

Exceptions - The following intermediate units offered by the School of Life and Environmental Sciences and the School of Medical Sciences are permissible:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Recommended concurrent units of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT2009</td>
<td>Comparative Primate Anatomy</td>
<td>6</td>
<td>P-6cp from BIOL1XX3 and 6cp from BIOL1XXX OR 12cp from PSYC1XXX OR 12cp from ARCA1XX A BIOL1XX3 OR BIOL1XX8 N ANAT2002</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BCHM2071</td>
<td>Protein Biochemistry</td>
<td>6</td>
<td>P-6cp from (BIOL1XX7, MBLG1XXX) and 12cp from CHEM1XXX N-BCHM2011 or BCHM2071</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BCHM2071</td>
<td>Protein Biochemistry (Advanced)</td>
<td>6</td>
<td>P-12cp from CHEM1XXX and a mark of 75 or above in 6cp from (BIOL1XX7, MBLG1XXX) N-BCHM2071</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MBLG2071</td>
<td>Molecular Biology and Genomics</td>
<td>6</td>
<td>P-6cp from (BIOL1XX7, MBLG1XXX) and 12cp from CHEM1XXX N-BCHM2001 or MBLG2111 or MBLG2871 or BCHM2901 or AGCH2001 or MBLG2901 or BCHM2101 or MBLG2101 or MBLG2971 or MBLG2771 or MBLG2001</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Faculty of Science Table IV Bachelor of Medical Science 20170718 for AB v2
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBLG2971</td>
<td>Molecular Biology and Genomics (Adv)</td>
<td>1</td>
<td>N-MBLG2901 or MBLG2001 or BCHM2001 or AGCH2001 or MBLG2101 or MBLG2871 or MBLG2111 or MBLG2771 or BCHM2101 or MBLG2071 or BCHM2901.</td>
</tr>
<tr>
<td>MBLG2972</td>
<td>Genetics and Genomics</td>
<td>2</td>
<td>N-MBLG2002 or MBLG2972 or MBLG2102 or MBLG2902</td>
</tr>
<tr>
<td>BCMB2002</td>
<td>Proteins in Cells</td>
<td>2</td>
<td>N BCHM2X71, BCMB2902</td>
</tr>
<tr>
<td>BCMB2902</td>
<td>Proteins in Cells (Advanced)</td>
<td>2</td>
<td>N BCHM2X71, BCMB2902</td>
</tr>
<tr>
<td>GEGE2901</td>
<td>Genetics and Genomics (Advanced)</td>
<td>1</td>
<td>N GEGE2001, GENE2002, MBLG2X72</td>
</tr>
<tr>
<td>PCOL2012</td>
<td>Pharmacology: Drugs and</td>
<td>2</td>
<td>N PCOL2555</td>
</tr>
</tbody>
</table>
C. Senior units of study

Candidates are required to take a minimum of 12 credit points of Senior units of study from the subject areas of: Anatomy, Applied Medical Science, Biology (Genetics) [i.e. BIOL3018/3918, BIOL3026/3926], Biochemistry, Cell Pathology, Histology, Immunology, Infectious Diseases, Microbiology, Neuroscience, Nutrition and Metabolism, Pharmacology, Physiology, Virology.

Note: INFD3012 is only available to students enrolled in the Bachelor of Medical Science degree and does not contribute to a major listed in Table I.

| INFD3012 Infectious Diseases | 6 | P 18 credit points of BMED including (BMED2401 and BMED2404) | Semester 2 |

D. Majors

A complete list of available majors is set out in Table I. Of these, the majors available in medical science discipline areas are: Anatomy and Histology*, Applied Medical Science (Transitional Provision), Biochemistry*, Cell Pathology, Immunobiology*, Microbiology*, Molecular Biology and Genetics*, Neuroscience*, Nutrition and Metabolism, Pharmacology* and Physiology*.

* indicates a major in this area is also available at the advanced level

E. Study in other faculties

A total of 12 credit points of units of study from non-science discipline areas may be counted towards the Bachelor of Medical Science degree. Students should consult the handbooks from other faculties to determine any prerequisites, corequisites or other requirements relating to enrolment in units of study offered by departments in these faculties.

Note: Students may not enrol in BUSS1020, ECMT1010, ENVX1001, STAT1021, or any other unit of study deemed mutually exclusive with units of study listed in Table I.

F. Honours units of study

The units of study required to undertake Honours in the Bachelor of Medical Science degree are provided in Table I.

Note: Honours in the subject area of Infectious Diseases is only available to students enrolled in the Bachelor of Medical Science degree. Its units are listed below. These Honours units of study designated as A, B, C, D should be taken in that order, whether a student enrolls full-time, part-time or mid-year.

<table>
<thead>
<tr>
<th>Infectious Diseases</th>
</tr>
</thead>
<tbody>
<tr>
<td>INF4011</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>N BMED4021</td>
</tr>
</tbody>
</table>

Faculty of Science Table IV Bachelor of Medical Science 20170718 for AB v2
### Infectious Diseases Honours A

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFD4012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFD4013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFD4014</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment

**Semester 1**
- INFD4012
- INFD4013
- INFD4014

**Semester 2**
- INFD4012
- INFD4013

**Semester 1**
- N BMED4023
- N BMED4024
Non-Confidential

Author | Dr Matthew Charet (Executive Officer to Academic Board)
Reviewer/Approver | 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 meeting of the Graduate Studies Committee held on 7 November 2017

RECOMMENDATION

That the Academic Board note the report from meeting of the Graduate Studies Committee held on 7 November 2017 and:

(1) approve the proposal from the Faculty of Arts and Social Sciences to introduce the Master of Education Leadership in Aboriginal Education; recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Arts and Social Sciences; and approve the introduction of course resolutions arising from this proposal, with effect from 1 January 2019;

(2) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Human Rights and related award courses, as amended, and approve the amendment of unit of study tables arising from the proposal, with effect from 1 January 2018;

(3) formally note the previous approval of a proposal from the Faculty of Dentistry to amend the Doctor of Clinical Dentistry (Special Care Dentistry); recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Dentistry; and formally approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;

(4) approve the proposed curriculum framework for a research-pathway Masters degree; note the name Master of Advanced Studies ([discipline]) for the research-pathway Masters degree; approve the proposed curriculum framework for vertically-integrated research-pathway and professional/specialist Bachelor/Master combined degrees; and approve changes to the Coursework Policy 2014 incorporating the curriculum framework for a research-pathway Masters degree and vertically integrated degrees, with effect from 1 January 2018.

(5) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Information Technology and Master of Information Technology Management and approve the amendment of course resolutions and unit of study tables arising from this proposal, with immediate effect;

(6) approve the proposal from the Sydney Law School to amend the Doctor of Juridical Studies, Master of Criminology by Research and Master of Laws by Research degrees and (2) approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2018 (endorsed as amended at the 19 September 2017 meeting of the Graduate Studies Committee);

(7) approve the proposal from the Faculty of Medicine to amend the Master of International Public Health and the Graduate Diploma in International Public Health (including renaming these award courses); recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Medicine; and approve the introduction of course resolutions and units of study arising from this proposal, with effect from 1 January 2019;

(8) approve the proposal from the Faculty of Medicine to introduce a stream in General Practice and Primary Health Care in the Master of Medicine / Master of Science in Medicine and associated award courses; recommend that Senate endorse the Academic Board’s approval of the proposal and
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approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Medicine; and approve the amendment of course resolutions and the introduction of new units of study arising from this proposal, with effect from 1 January 2019;

(9) approve the proposal from the Faculty of Medicine to amend the Master of Public Health and the Graduate Diploma in Public Health; recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Medicine; and approve the amendment of course resolutions and units of study arising from this proposal, with effect from 1 January 2019;

(10) approve the proposal from the Faculty of Science to introduce the Bachelor of Science / Master of Mathematics; recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Science; and approve the introduction of course resolutions and the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019;

(11) approve the proposal from the Faculty of Science to introduce the Master of Mathematics; recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Science; and approve the introduction of course resolutions and the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019; and

(12) approve the proposal from the Faculty of Science to amend the Graduate Diploma in Psychology and approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2019.

ITEMS FOR APPROVAL

9.1 **Arts**: Master of Education Leadership in Aboriginal Education

9.2 **Arts**: Master of Human Rights

9.3 **Dentistry**: Doctor of Clinical Dentistry (Special Needs Dentistry)

9.4 **Education Portfolio**: Curriculum Framework for a Research-Pathway and Vertically-Integrated Masters Degree

9.5 **Engineering**: Master of Information Technology / Master of Information Technology Management

9.6 **Law**: Doctor of Juridical Studies, Master of Criminology (Research) and Master of Laws (Research)

9.7 **Medicine**: Master of International Public Health

9.8 **Medicine**: Master of Medicine/Master of Science in Medicine (General Practice and Primary Health Care)

9.9 **Medicine**: Master of Public Health

9.10 **Science**: Bachelor of Science / Master of Mathematics

9.11 **Science**: Master of Mathematics

9.12 **Science**: Graduate Diploma in Psychology

The Committee also:
- Confirmed endorsement of amendments approved at the previous meeting to a suite of HDR policies and procedures which will be submitted to the Academic Board via the Report of the Academic Standards and policy Committee;
- noted the Report of the Chair;
- noted the report of the Academic Board meeting held on 10 October 2017;
- noted the report of the HDR Examinations Sub-Committee meeting of 10 October 2017;
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- considered proposals from the Faculty of Arts and Social Sciences to introduce the Bachelor of Arts / Master of Teaching (School and Community Education) and the Graduate Certificate in Human and Community Services and referred the proposals back to Faculty for further development;
- noted the proposal to provide enhanced training and support to all HDR students through the establishment of a requirement to complete a minimum of 12 credit points of coursework for PhD candidates and 6 credit points of coursework for Masters by research candidates; provide coursework for HDR students through the Open Learning Environment and require that PhD students access at least 6 of their credit points of coursework from the Open Learning Environment at 5000 level; and fund the completion of coursework through a modest redistribution of the completions portion of the Research Training Program (RTP) grant of $1200 per PhD student and $600 per Masters by Research student, noting that UEM would not be charged on HDR student load in coursework; and
- noted the report of the HDR Internships Working Party.

NOTE: The full agenda pack for this meeting is available from the Graduate Studies Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/graduate-studies/2017/20171107-GSC-Agenda-Pack.pdf

Professor Kirsten McKenzie
Chair, Graduate Studies Committee
RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to introduce the Master of Education Leadership in Aboriginal Education;
(2) recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Arts and Social Sciences; and
(3) approve the introduction of course resolutions arising from this proposal, with effect from 1 January 2019.

EXECUTIVE SUMMARY

The new course proposal is for a designated area, Leadership in Aboriginal Education, in the Masters of Education program. This designation will prepare Aboriginal and non-Aboriginal teachers and executive for leadership roles in schools and education systems, specifically in the national priority area of Aboriginal and Torres Strait Islander education.
Master of Education Resolutions

Graduate Certificate in Educational Studies Graduate Diploma in Educational Studies

Master of Education

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Learning and Teaching Policy 2015, the Coursework Policy 2014, the Resolutions of the Faculty of Arts and Social Sciences, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies and procedure on Academic Honesty in Coursework on Academic Dishonesty and Plagiarism.

Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes

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<th>Code</th>
<th>Course title</th>
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<tr>
<td>GCEDUSTD-02</td>
<td>Graduate Certificate in Educational Studies</td>
</tr>
<tr>
<td>GNEDUSTD-01</td>
<td>Graduate Diploma in Educational Studies</td>
</tr>
<tr>
<td>MAEDUCAT-03</td>
<td>Master of Education</td>
</tr>
</tbody>
</table>

2. Attendance pattern

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

3. Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4. Embedded courses in this sequence

1. The embedded courses in this sequence are:
   a. the Graduate Certificate in Educational Studies
   b. the Graduate Diploma in Educational Studies
   c. the Master of Education

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

5. Admission to candidature

1. Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

2. Admission to candidature for the Graduate Certificate in Educational Studies, the Graduate Diploma in Educational Studies and the Master of Education (excluding the Sports Coaching and Teaching English to Speakers of other Languages specialisations) requires:
   a. a Bachelor of Education from the University of Sydney or equivalent qualification and either the completion of postgraduate studies, or professional experience equivalent to one year full-time, in a field considered by the Faculty to be appropriate to the program of studies; or
   b. a bachelor's degree and either the Diploma in Education, or the Bachelor of Teaching or the Master of Teaching from the University of Sydney, or equivalent qualification; or
   c. a bachelor's degree from the University of Sydney, or equivalent qualification, and either the completion of postgraduate studies, or professional experience equivalent to two years full-time, in a field considered by the Faculty to be appropriate to the program of studies; or
   d. in the case of the Graduate Diploma, completion of the embedded Graduate Certificate in Educational Studies from the University of Sydney, in the same specialisation as that in which the applicant wishes to proceed; or equivalent qualification; or
   e. in the case of the Master of Education, completion of the embedded Graduate Diploma in Educational Studies from the University of Sydney, in the same specialisation as that in which the applicant wishes to proceed; or equivalent qualification.

3. Admission to candidature for the Graduate Certificate in Educational Studies (Sports Coaching), the Graduate Diploma in Educational Studies (Sports Coaching) and the Master of Education (Sports Coaching) requires:
   a. a bachelor's degree from the University of Sydney or equivalent qualification and either the completion of relevant postgraduate studies or a minimum of two years' coaching/sporting experience at an elite level; or
   b. Level 2 National Coaching Accreditation Scheme (NCAS) accreditation or the equivalent and either the completion of relevant postgraduate studies or a minimum of four years' coaching/sporting experience at an elite level; or
   c. in the case of the Graduate Diploma in Educational Studies (Sports Coaching), completion of the embedded Graduate Certificate in Educational Studies (Sports Coaching) from the University of Sydney, or equivalent qualification.
   d. in the case of the Master of Education (Sports Coaching), completion of the embedded Graduate Diploma in Educational Studies (Sports Coaching) from the University of Sydney, or equivalent qualification.

4. Admission to candidature for the Graduate Certificate in Educational Studies (Teaching English to Speakers of other Languages), the Graduate Diploma in Educational Studies (Teaching English to Speakers of other Languages) and the Master of Education (Teaching English to Speakers of other Languages) requires:
   a. a bachelor's degree from the University of Sydney or equivalent qualification and either a postgraduate English language teaching qualification or at least two years full-time English language teaching experience; or
   b. a bachelor's degree in English language teaching or equivalent qualification and at least one year's full-time English language teaching experience.

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in the case of the Graduate Diploma in Educational Studies (TESOL), completion of the embedded Graduate Certificate in Educational Studies (TESOL) from the University of Sydney, or equivalent qualification.

d) in the case of the Master of Education (TESOL), completion of the embedded Graduate Diploma in Educational Studies (TESOL) from the University of Sydney, or equivalent qualification.

6 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Education and Social Work Arts and Social Sciences Graduate Certificate/Graduate Diploma in Educational Studies and Master of Education Table of units of study.

(2) Candidates may complete the Graduate Certificate, Graduate Diploma or Master's degree with or without a specialisation. Candidates who intend to undertake these courses with a specialisation must complete the requirements specified in the Specialisations section below.

(3) To qualify for the award of the Graduate Certificate in Educational Studies without a specialisation a candidate must complete 24 credit points of units of study, chosen from any units listed in the Table.

(4) To qualify for the award of the Graduate Diploma in Educational Studies without a specialisation a candidate must complete 36 credit points of units of study, comprising:

(a) a minimum of 12 credit points of core units of study from one specialisation; and

(b) a maximum of 24 credit points of units of study, chosen from any units listed in the Table.

(5) To qualify for the award of the Master of Education without a specialisation a candidate must complete 48 credit points of units of study, comprising:

(a) 18 credit points of units of study from one specialisation, including a minimum of 12 credit points of core units and remaining of elective units; plus

(b) a maximum of 12 credit points of capstone units of study; and

(c) a minimum of 18 credit points of units of study, chosen from any units listed in the Table.

7 Specialisations

(1) The completion of a specialisation is optional for these courses. The award of a specialisation is dependent on the units of study completed.

(2) A specialisation in the Graduate Certificate requires the completion of the required core and elective units of study listed in the Table for the relevant specialisation.

(3) A specialisation in the Graduate Diploma requires the completion of the required core and elective units of study listed in the Table for the relevant specialisation.

(4) A specialisation in the Master of Education requires the completion of a minimum of 30 credit points chosen from units of study specific to the relevant specialisation, including the specified number of core and elective units for that specialisation; and a minimum of 6 credit points of capstone units.

(5) The specialisations available are:

(a) Sports Coaching

(b) Educational Management and Leadership

(c) Educational Psychology

(d) Higher Education *

(e) International Education

(g) Special and Inclusive Education

(h) Teaching English to Speakers of other Languages

(i) Leadership in Aboriginal Education

* This specialisation is only offered at the Graduate Certificate level. Candidates completing this specialisation can progress to the Graduate Diploma or Master's degree; however will be awarded with no specialisation.

8 Course transfer

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

9 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to January, 2015 who elect to proceed under these resolutions.

(2) Students who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2020 and provided that there is no suspension of candidature, in which case the candidate for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

These resolutions apply to students who commenced their candidature after 1 January, 2019.
PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.

Sydney Student is the online system supporting student self-administration, including enrolment and Unit of Study selection. System-managed course and Unit of Study rules based on course Resolutions guide students during self-administration. These rules align with the system's management of progression rules, ensuring the student meets requirements to continue in their course each semester, and award rules, ensuring the student has completed all requirements to qualify for the award of the degree, diploma or certificate. Both progression and award rules are set out in the course Resolutions, too.

In this section, you are asked to indicate core, elective, barrier, and capstone Units of Study, where applicable, and identify sequences of Units of Study leading to the achievement of specific learning outcomes over several semesters. You are also asked to set out the collections of Units of Study over the duration of the course. For example, there may be four core or compulsory Units of Study each with a value of 6 credit points (6cp) in the first year of the course, two in semester 1 (12cp) and two in semester 2 (12cp). These Units of Study might form a collection called Year One Cores. To complete a maximum full-time load in each semester, a student must undertake 24cp, so you may offer a suite of elective Units of Study each semester, say, six in each semester, from which a student must select two in semester 1 and two in semester 2. All of these Units of Study might comprise a collection called Year One Electives.

See overleaf for template

[Pivot diagram and sample table (following two pages) to be provided as appendix or as a link to permanent Student Centre web page that may be updated as required]

Master of Education (Leadership in Aboriginal Education)
To qualify for the award of Master of Education (Leadership in Aboriginal Education) candidates must complete 8 units of study (48 credit points), including
- a minimum of 5 units of study (30 credit points) from this specialisation, comprising:
  - a minimum of 3 units of study (18 credit points) of core units; and
  - a minimum of 2 units of study (12 credit points) of elective units from the table below; plus
- a minimum of 1 unit of study (6 credit points) of capstone units of study; and
- a maximum of 2 units of study (12 credit points) of postgraduate Education units which can be chosen from any designation within the Master of Education program.

Graduate Diploma in Educational Studies (Leadership in Aboriginal Education)
To qualify for the award of Graduate Diploma in Educational Studies (Leadership in Aboriginal Education) candidates must complete 6 units of study (36 credit points), including
- a minimum of 5 units of study (30 credit points) from this designation, comprising
  - a minimum of 3 units (18 credit points) of core units; plus
  - a minimum of 2 units (12 credit points) of elective units from the table below; and
- a maximum of 1 unit (6 credit points) of postgraduate Education units from any specialisation within the Master of Education program.

Graduate Certificate in Educational Studies (Leadership in Aboriginal Education)
To qualify for the award of Graduate Certificate in Educational Studies (Leadership in Aboriginal Education) candidates must complete 4 units of study (24 credit points), including
- a minimum of 3 units of study (18 credit points) of core units; and
- a maximum of 1 unit of study (6 credit points) of elective units from the table below.

Capstone units of study

Master's candidates must enrol in either the Special Project (6 credit points) or the Dissertation (12 credit points). They comprise of: Special Project 1 (EDPZ6730) Dissertation (EDPZ6720); or Dissertation Part 1 (EDPZ6724) and Dissertation Part 2 (EDPZ6725)

This designation will be structured in a blended mode (50% face-to-face, 13 hours per semester per UoS & 50% online 13 hours per semester UoS) in order to cater for rural and regional candidates, where a significant proportion of Aboriginal teachers work, including University of Sydney alumni. It will also provide maximum flexibility for all teachers, many of whom work full-time.

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<th>Collection</th>
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<td>Professional Learning in Aboriginal Contexts OR Dissertation Part 1</td>
<td>EL Or CAP 6</td>
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<td>Special Project 1 OR Dissertation Part 2</td>
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| UoS collecti
on name | UoS code | UoS name | Core = CO Elective = EL Barrier = BA Capstone = CP | Existing = YES New = provide ASCED 2 and Level | Sessio
n(s) 3 | Course year first offered 4 | Campus 5 | Credit points | Teaching department |
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</table>

Notes:

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

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

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

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

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

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<tr>
<th>Author</th>
<th>Emma Doyle</th>
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<tr>
<td>Reviewer/Approver</td>
<td>A/Prof Gaby Ramia</td>
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<tr>
<td>Paper title</td>
<td>Human Rights Unit of Study table for 2018</td>
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<tr>
<td>Purpose</td>
<td>The purpose is to seek approval of the revised unit of study table for Human Rights.</td>
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**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Human Rights and related award courses; and

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

**EXECUTIVE SUMMARY**

The unit of study table for Human Rights course has been revised and requires approval so that the Academic Model Team can complete the diet build.
## Human Rights

Candidates for the Graduate Certificate in Human Rights must complete 24 credit points, including 12 credit points of core units of study, 6 credit points of core elective units of study and 6 credit points of elective units of study.

Candidates for the Graduate Diploma in Human Rights must complete 48 credit points, including 24 credit points of core units of study, a minimum of 6 credit points of core elective units of study and a maximum of 18 credit points of elective units of study.

Candidates for the Master of Human Rights must complete 72 credit points, including 24 credit points from core units of study, a minimum of 12 credit points of core elective units of study, a maximum of 30 credit points of elective units of study, and a minimum of 6 credit points of capstone units of study. Completion of an optional 18 credit points within a single cognate discipline will have a specialisation recorded.

### Core units of study

<table>
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<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
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### Core Elective units of study

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### Elective units of study

Students who complete 18 credit points within a single cognate discipline with relevance to Human Rights will have a specialisation recorded. Students must satisfy any prerequisite requirements set by the offering Department or Centre, as well as any prerequisites set by individual units of study, before they enrol in any unit of study.

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### Optional Specialisations

**Global Migrations specialisation**

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### Social Policy specialisation

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**Capstone units of study**

Students completing a Master of Human Rights are required to complete at least 6 credit points of capstone units of study. Students complete either of the following three capstone options:

(1) **Semester-long research project**

SCLG6905 Independent Research Project | 6 Note: Department permission required for enrolment | Semester 1 Semester 2 |

(2) **Year-long dissertation project**

Students wishing to complete the year-long dissertation project must also take SSPS6001 or SSPS6002.

SCLG6906 Dissertation Part 1 | 6 P 24 credit points at 6000 level N HRTD69909 Note: Department permission required for enrolment | Semester 1 Semester 2 |

SCLG6907 Dissertation Part 2 | 6 P SCLG6906 N HRTD69111 Note: Department permission required for enrolment | Semester 1 Semester 2 |

(3) **Student placement program**

SCLG6923 Social Justice Vocational Project Design | 6 N SCLG6914 | Semester 1 Semester 2 |

SCLG6913 Social Justice Vocational Placement | 6 P 24 credit points at 6000 level, including SCLG6923 Note: Department permission required for enrolment | Semester 1 Semester 2 |
RECOMMENDATION

That the Graduate Studies Committee recommends that the Academic Board:
(1) formally note the previous approval of a proposal from the Faculty of Dentistry to amend the Doctor of Clinical Dentistry (Special Care Dentistry);
(2) recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Dentistry; and
(3) formally approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019.

EXECUTIVE SUMMARY

This proposal was submitted to and endorsed by the Graduate Studies Committee on 4 July 2017, subject to the removal of the references to ‘exit degrees’. This has now been completed and is presented for endorsement due to the period of time between the original submission and the completion of the amendments.

The resolutions for the Doctor of Clinical Dentistry were approved at the Academic Board of 10 October 2017, as part of a submission for the Doctor of Clinical Dentistry (Oral Medicine). The faculty wishes to highlight to the Academic Board that these resolutions also included the change in degree title from Doctor of Clinical Dentistry (Special Care) to Doctor of Clinical Dentistry (Special Needs).

- To Change the name of the degree from Doctor of Clinical Dentistry (Special Care Dentistry) to Doctor of Clinical Dentistry (Special Needs Dentistry), in line with the terms used by the Australian Dental Council.
- To consolidate related UoS into year-long UoS and adjust assessment weightings as appropriate. This is to minimise disruption to student clinical training should they fail first semester subjects.
- To address concerns of the Accreditation committee of the Australian Dental Council, requesting more pertinent subjects to Special Needs Dentistry in Year 1 and less emphasis on Oral Pathology and Oral Medicine as for the current structure. This required the introduction into Year 1 of three new UoS and the addition of 2 UoS that are currently run by the Faculty of Health Sciences.
- The introduction of a new UoS into Year 3 to prepare candidates for clinical practice post-graduation (Specialist Practice in Special Needs Dentistry).
- Editorial changes to clarify assessment processes, assessment blueprints and to incorporate the new entry-level competencies for dental specialists as released by the Australian Dental Council.
Minor Course Amendment Proposal

Faculty: Dentistry

Contact person: Alison Green

1. Name of award course
   Doctor of Clinical Dentistry (Special Care Dentistry)

2. Purpose of proposal
   • To Change the name of the degree from Doctor of Clinical Dentistry (Special Care Dentistry) to Doctor of Clinical Dentistry (Special Needs Dentistry), in line with terminology used by the Australian Dental Council.
   • To consolidate related UoS into year-long UoS and adjust assessment weightings as appropriate. This is to minimise disruption to student clinical training should they fail first semester subjects.
   • To address concerns of the Accreditation committee of the Australian Dental Council, requesting more pertinent subjects to Special Needs Dentistry in Year 1 and less emphasis on Oral Pathology and Oral Medicine as for the current structure. This required the introduction into Year 1 of 3 new UoS and the addition of 2 UoS that are being currently run by the Faculty of Health Sciences.
   • The introduction of a new UoS into Year 3 to prepare candidates for clinical practice post-graduation (Specialist Practice in Special Needs Dentistry).
   • Editorial changes to clarify assessment processes, assessment blueprints and to incorporate the new entry-level competencies for dental specialists as released by the Australian Dental Council.

3. Details of amendment

<table>
<thead>
<tr>
<th>Current UoS Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>DENT5200 Applied Oral Biology (6cp)</td>
</tr>
<tr>
<td>DENT5201 Oral Med &amp; Oral Path 1 (6cp)</td>
</tr>
<tr>
<td>DENT5202 Int &amp; Gen Med 1A (6cp)</td>
</tr>
<tr>
<td>DENT6000 Research Methods (6cp)</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>DENT5230 Behav &amp; Dent Management 2A (6cp)</td>
</tr>
<tr>
<td>DENT5231 Growth, Dev &amp; Ageing 2A (6cp)</td>
</tr>
<tr>
<td>DENT5232 Restorative Dent 2A (6cp)</td>
</tr>
<tr>
<td>DENT6011 Dental Research Studies 2A (6cp)</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>DENT5236 Behav &amp; Dent Management 3A (6cp)</td>
</tr>
<tr>
<td>DENT5237 Growth, Dev &amp; Ageing 3A (6cp)</td>
</tr>
<tr>
<td>DENT5238 Oral Rehabilitation (6cp)</td>
</tr>
<tr>
<td>DENT6013 Dental Research Studies (6 cp)</td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Year 1</td>
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<td>Year 2</td>
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<td>Year 3</td>
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</tr>
</tbody>
</table>

Dark shading indicates units of study taught by the Faculty of Health Sciences. Light shading indicates new units of study.
Doctor of Clinical Dentistry

Graduate Diploma in Clinical Dentistry

Graduate Certificate in Clinical Dentistry

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

Course Resolutions

1 Course Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCCLDOMP-01</td>
<td>Doctor of Clinical Dentistry (Oral Medicine)</td>
</tr>
<tr>
<td>TCCLDORD-01</td>
<td>Doctor of Clinical Dentistry (Orthodontics)</td>
</tr>
<tr>
<td>TCCLDPAD-01</td>
<td>Doctor of Clinical Dentistry (Paediatric Dentistry)</td>
</tr>
<tr>
<td>TCCLDPER-01</td>
<td>Doctor of Clinical Dentistry (Periodontics)</td>
</tr>
<tr>
<td>TCCLDPRO-01</td>
<td>Doctor of Clinical Dentistry (Prosthodontics)</td>
</tr>
<tr>
<td>TCCLDSCD-01</td>
<td>Doctor of Clinical Dentistry (Special Needs Dentistry)</td>
</tr>
<tr>
<td>RPPHCDNT-01</td>
<td>Doctor of Clinical Dentistry (Oral Surgery)</td>
</tr>
<tr>
<td>GNCLDCHH-01</td>
<td>Graduate Diploma in Clinical Dentistry (Child Health)²</td>
</tr>
<tr>
<td>GNCLDCSP-01</td>
<td>Graduate Diploma in Clinical Dentistry (Conscious Sedation and Pain Control)</td>
</tr>
<tr>
<td>GNCLDHOD-01</td>
<td>Graduate Diploma in Clinical Dentistry (Hospital Dentistry)²</td>
</tr>
<tr>
<td>GNCLDOBI-01</td>
<td>Graduate Diploma in Clinical Dentistry (Oral Biology)²</td>
</tr>
<tr>
<td>GNCLDOIM-01</td>
<td>Graduate Diploma in Clinical Dentistry (Oral Implants)</td>
</tr>
<tr>
<td>GNCLDARE-01</td>
<td>Graduate Diploma in Clinical Dentistry (Advanced Restorative)</td>
</tr>
<tr>
<td>GNCLDTOM-01</td>
<td>Graduate Diploma in Clinical Dentistry (Tooth Mechanics)²</td>
</tr>
<tr>
<td>GNCLDSUD-01</td>
<td>Graduate Diploma in Clinical Dentistry (Surgical Dentistry)</td>
</tr>
<tr>
<td>GCCLDCHH-01</td>
<td>Graduate Certificate in Clinical Dentistry (Child Health)²</td>
</tr>
<tr>
<td>GCCLDHOD-01</td>
<td>Graduate Certificate in Clinical Dentistry (Hospital Dentistry)²</td>
</tr>
<tr>
<td>GCCLDOBI-01</td>
<td>Graduate Certificate in Clinical Dentistry (Oral Biology)²</td>
</tr>
<tr>
<td>GCCLDARE-01</td>
<td>Graduate Certificate in Clinical Dentistry (Advanced Restorative)</td>
</tr>
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<td>GCCLDTOM-01</td>
<td>Graduate Certificate in Clinical Dentistry (Tooth Mechanics)²</td>
</tr>
<tr>
<td>GCCLDSUD-01</td>
<td>Graduate Certificate in Clinical Dentistry (Surgical Dentistry)²</td>
</tr>
</tbody>
</table>

2 Attendance pattern

(1) The attendance pattern for these courses is normally full time unless determined otherwise by the Faculty.

3 Streams and embedded courses in this sequence

(1) The Clinical Dentistry program is a postgraduate coursework award course available in an embedded sequence, at the level of doctor, graduate diploma or graduate certificate, and must be completed in a designated stream. Candidates who wish to transfer between streams should contact the Student Administration Office.

(2) A candidate for the Doctor of Clinical Dentistry may elect to discontinue study and graduate with a shorter award from the embedded sequence, provided the requirements of the shorter award have been met. Only the highest award completed will be conferred.

(3) The following table shows the course levels and the streams awarded at each level of the embedded sequence.

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Diploma</th>
<th>Doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Health</td>
<td>Child Health</td>
<td>Paediatric Dentistry</td>
</tr>
<tr>
<td>Hospital Dentistry</td>
<td>Hospital Dentistry</td>
<td>Oral Medicine</td>
</tr>
<tr>
<td>Hospital Dentistry</td>
<td>Hospital Dentistry</td>
<td>Special Needs Dentistry</td>
</tr>
<tr>
<td>Oral Biology</td>
<td>Oral Biology</td>
<td>Periodontics</td>
</tr>
</tbody>
</table>
### Certificate
<table>
<thead>
<tr>
<th>Advanced Restorative</th>
<th>Advanced Restorative</th>
<th>Prosthodontics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tooth Mechanics (unit point only)</td>
<td>Tooth Mechanics (unit point only)</td>
<td>Orthodontics</td>
</tr>
<tr>
<td>Surgical Dentistry (unit point only)</td>
<td>Surgical Dentistry</td>
<td>Oral Surgery (admission suspended)</td>
</tr>
<tr>
<td>Oral Rehabilitation</td>
<td>Oral Implants</td>
<td></td>
</tr>
</tbody>
</table>

### 4 Admission to candidature

1. Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.
2. **Direct Admission** to the Graduate Certificate (Advanced Restorative) requires:
   - a Doctor of Dental Medicine, Bachelor of Dentistry or Bachelor of Dental Surgery from the University of Sydney or equivalent institution; or
   - an equivalent qualification that is registrable with the Dental Board of Australia and with a curriculum acceptable to the faculty;
   - a pass in any written or practical entry examination and/or performance in an interview to a standard considered satisfactory by the faculty; and
   - local applicants to be registered with the Australian Dental Board of Australia for practice; or
   - international applicants students to have limited registration for postgraduate training or supervised practice with the Dental Board of Australia to be registered with the Australian Dental Board for practice immediately upon admission.

3. **Direct Admission** to the Graduate Diploma (Advanced Restorative, Surgical Dentistry, Conscious Sedation and Pain Control, and Oral Implants) and Doctor of Clinical Dentistry requires:
   - completion of the shorter embedded course in the relevant stream; or
   - a Doctor of Dental Medicine, Bachelor of Dentistry or Bachelor of Dental Surgery from the University of Sydney or equivalent institution; or
   - an equivalent qualification that is registrable with the Dental Board of Australia and with a curriculum acceptable to the faculty;
   - at least two years’ general dental practice experience, unless exempted by the faculty;
   - completion of the primary Fellowship Examination of the Royal Australasian College of Dental Surgeons, or its equivalent with respect to Periododontics, Periodontics and Oral Surgery;
   - a pass in any written or practical entry examination and/or performance in an interview to a standard considered satisfactory by the faculty; and
   - local applicants to be registered with the Australian Dental Board of Australia for practice; or
   - international applicants to have limited registration for postgraduate training or supervised practice with the Dental Board of Australia to be registered with the Australian Dental Board for practice immediately upon admission.

4. Applicants for the Graduate Diploma of Clinical Dentistry Conscious Sedation and Pain Control stream are required to submit three referees’ reports and a letter of intent outlining reasons for applying for this diploma course.

5. Applicants for the Graduate Diploma of Clinical Dentistry Oral Implants or Oral Rehabilitation stream are required to have experience in dento-alveolar surgery.

6. Applicants for the Doctor of Clinical Dentistry Orthodontics stream are required to complete a bridging course as prescribed by the faculty on the recommendation of the head of the relevant discipline.

7. Students must attend clinical simulation and clinical placements to meet the requirements of the program.

8. Admission to the Graduate Certificate (Child Health, Hospital Dentistry, Oral Biology, Tooth Mechanics and Surgical Dentistry) and the Graduate Diploma (Child Health, Hospital Dentistry, Oral Biology, Tooth Mechanics) is only permitted by transferring from the Doctor of Clinical Dentistry.

### 5 Deferral

1. Applications for deferral of enrolment following an offer of a place in the Doctor of Clinical Dentistry will only be considered under exceptional circumstances, and require the approval of the Postgraduate Course Co-ordinator.

### 6 Requirements for award

1. The units of study that may be taken for the courses are set out in the table of units for Graduate Coursework Degrees.
2. To qualify for the award of the Graduate Certificate in Clinical Dentistry a candidate must complete the prescribed 24 credit points of units of study listed for the relevant stream.
3. To qualify for the award of the Graduate Diploma in Clinical Dentistry a candidate must complete the prescribed 48 credit points of units of study listed for the relevant stream.
4. To qualify for the award of the Doctor of Clinical Dentistry a candidate must complete the prescribed 144 credit points of units of study listed for the relevant stream and the Research requirements must be completed within one year of completion of the final semester of coursework. The Research requirements shall be:
   - the topic of the research topic and supervisor shall be approved by the faculty research committee of the faculty;
   - candidates shall present at research seminars as required;
   - candidates must obtain a pass mark in the Research Methods unit of study;
   - candidates must submit an electronic copy of the thesis to the Research Committee comprising a literature review and a paper. The thesis shall embody the results of the research, and shall:
     - must be an original contribution to the subject concerned;
     - must afford evidence of originality by the exercising of independent critical ability;
     - the paper component should be presented in the format of a scientific research manuscript;
   - the candidate must give a satisfactory literary presentation.
   - the candidate shall provide evidence to identify satisfactorily the sections of work for which the candidate is responsible, such as a signed, written statement from all authors attesting to the contribution of the candidate;
   - the candidate shall submit a final copy of the literature review and body of work to the Research Committee;
(h) A the candidate may not present, as the paper, a work which has been presented for a degree in this or another university, but will not be precluded from incorporating such work in the paper provided that in presenting the paper the candidate indicates the part of the work which has been so incorporated.

(5) Examination of a thesis for the degree of Doctor of Clinical Dentistry shall follow closely the examination process as stipulated in the University's Thesis and Examination of Higher Degrees by Research Policy except for the following variations:

(a) the head of a discipline shall recommend the appointment of two examiners of the thesis;
(b) at least one examiner shall be external to the Faculty, not being a member of staff or a clinical academic title holder of the faculty.

7 Progression Requirements

All Years

(1) These progression requirements should be read in conjunction with the relevant Unit of Study Outlines, Faculty Local Provisions and Faculty Resolutions.

(2) Satisfactory performance in a unit of study requires a mark of 50%, unless otherwise stated in the relevant unit of study outline.

(3) Progression at the end of each year or semester requires satisfactory performance in each of the following:

(a) all components within each unit of study;
(b) clinical and academic professionalism;
(c) continuous sessional assessment;
(d) clinical experience; and
(e) attendance.

(4) Any student who fails a reassessment will be considered to have failed the relevant year or semester and will be required to repeat it subject to the maximum time limit for the award course.

(5) Any student who fails to meet the requirements of:

(a) continuous sessional clinical or pre-clinical assessment; or
(b) clinical and academic professionalism assessment; or
(c) attendance;
(d) adequate depth and breadth of clinical experience; or
(e) all component in each unit of study

will be considered to have failed the year and will be required to repeat. No remediation or reassessment will be offered.

(6) In any semester, a student who fails to meet the assessment criteria or obtain an overall pass mark of 50%, in two or more units of study will be required to repeat the semester or year, or may be offered the option of an exit award from the embedded sequence.

(7) Subject to complying with the maximum time limit for the award course, a Any student who successfully completes a reassessment, and has not yet reached the maximum period for meeting course requirements will be permitted to progress.

(8) If repeating a year or a semester would cause a student to exceed the maximum time limit for the award course, the student will not be allowed to progress further in the course.

Students who have reached the maximum period for meeting course requirements, as prescribed in the University of Sydney (Coursework) Rule 2014, will not be permitted to re-enrol in the course.

(9) When repeating a year or semester, no exemptions from normal course requirements will be permitted.

(10) Research requirements must be completed within one year of completion of the final semester.

8 Cross institutional study

Cross institutional study is not available in this course.

9 International exchange

International exchange is not allowed in this course.

10 Recognition of prior learning

Candidates may be granted a reduction in volume of learning for previous studies, except that study must have been completed no more than five years before admission to candidature for this course.

(2) Candidates admitted offered direct admission to the Doctor of Clinical Dentistry may be eligible for a reduction in the volume of learning of up to 48 credit points for an AQF level 8 or higher qualification or overseas equivalent in a cognate discipline, as defined by the Faculty of Dentistry.

(3) In determining whether or not to grant a reduction in the volume of learning and/or credit the Faculty will consider the following factors:

(a) the clinical experience of the candidate, which must be at least five years to be eligible for a reduction in the volume of learning;
(b) the equivalence of units taken in prior study with units in this course; and
(c) the completion of a research project as part of prior study which may include the publication of a paper arising from such a project.

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

11 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2017 and persons who commenced their candidature prior to 1 January, 2017 and who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2017 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2022, or later date as the faculty may, in special circumstances, approve.
RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposed curriculum framework for a research-pathway Masters degree;
(2) note the name Master of Advanced Studies ([discipline]) for the research-pathway Masters degree;
(3) approve the proposed curriculum framework for vertically-integrated research-pathway and professional/specialist Bachelor/Masters degrees; and
(4) approve changes to the Coursework Policy 2014 incorporating the curriculum framework for a research-pathway Masters degree and vertically integrated degrees, with effect from 1 January 2018.

EXECUTIVE SUMMARY

This paper outlines a curriculum framework for a research-pathway Masters degree and for vertically integrated Bachelor/Masters degrees (VIMs) (Attachment 1) and recommends associated changes to the Coursework Policy 2014 (Attachment 2).

The curriculum framework has been revised in response to feedback from the University's committees, and in response to indications that the distribution of postgraduate Commonwealth Supported Places (CSPs) might be reconfigured to become a merit-based scholarship scheme for students. The possibility of this change was signalled in the Federal budget and by the introduction of the Higher Education Support Legislation Amendment (A More Sustainable, Responsive and Transparent Higher Education System) Bill 2017 (the Bill) and subsequent discussions with the Department of Education and Training held during September and October 2017.

Although the Bill was not supported when considered by the Senate on October 18 2017, there remains a possibility that the CSP scholarship scheme could go ahead. As the details of the scheme are not known, this paper proposes fast-tracking the development of the standalone research-pathway degree to 2019 in order to position the University for the start of this scheme should it go ahead. The paper also proposes maintaining flexibility about the entry pathway into the VIMs degrees, so as to allow the University to respond to any changes to the availability of CSPs for postgraduate students as a result of future action from the Government. At the moment, the proposed admission pathway is via transfer at the end of the second year of the Bachelor degree, rather than admission straight from completion of secondary education. This change also maintains simplicity of school-leaver degree profile in line with recommendations made during the consultation process. If the CSP scholarship scheme does not go ahead for 2019, the commencement date for the standalone research-pathway degree will be reconsidered.

The Academic Board is also asked to note a single-name approach for the research-pathway Masters, the Master of Advanced Studies, which would enable agility in responding to market and simplicity of profile, including across vertically-integrated and standalone forms. This is contrary to the marginal preference shown for multiple, discipline-based names in the market research. However, that marginal preference appears
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outweighed by the benefits of a single name, particularly in light of uncertainty over the Government’s proposed changes.

BACKGROUND

The Strategic Plan (Initiative 4.1 and 4.2) sets out plans to establish a new curriculum framework (Initiative 4.1), new vertically integrated degree pathways for careers requiring specialist professional training will (Initiative 4.2) and a new 72-credit point research Masters degree (Initiative 2.1). This curriculum framework is set out in the University of Sydney 2016-2020 Strategic Plan (Strategic Plan), the Next Steps discussion paper (April 2016), developed and endorsed by the Degree Advisory Working Group (meeting 8 June 2017), and the discussion paper on Vertically Integrated Bachelor/Masters degrees (Attachment 1). The Coursework Policy 2014 sets out the curriculum framework for coursework degrees at the University of Sydney. Attachment 2 notes the policy amendments proposed to include the curriculum framework for a research-pathway Masters degree and vertically integrated Bachelor/Master degrees.

Both the research-pathway and professional/specialist VIMs models are designed to ensure increasing levels of challenge at the senior levels of combined degrees, while allowing for appropriate development of breadth and depth within a minimal timeframe. Although degrees of this type are currently defined as undergraduate degrees and therefore can be undertaken by domestic students on a CSP basis, the recent proposed Bill sought to redefine them as postgraduate awards. Under this new definition, VIMs would be available on a CSP basis only to those students who successfully secure a postgraduate (PG) CSP scholarship under a newly proposed scholarship scheme that will replace PG CSP allocations to specific university courses. The place of these two pathways in the degree profile is captured in the following graphic (see also figure 1, page 33 of the Strategic Plan).
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ISSUES

Postgraduate CSP scholarship scheme

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

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

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

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

Nomenclature

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

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

Market research was undertaken testing the names:

- Master of Advanced Studies ([Discipline]);

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

Coursework Policy 2014 changes

The Coursework Policy 2014 contains the curriculum framework for the University's degrees. Attachment 2 sets out proposed amendments, as follows:

- Part 1, Section 5:
  - Change to definition of combined degree adding reference to vertically integrated degrees;
  - Change to definition of Masters degree adding ‘research-pathway Masters degrees’;
  - Change to definition of ‘specialisation’ adding specialisation for research-pathway Masters degrees;
  - Addition of definition of ‘vertically integrated degree’.
- Part 17, Section 87A:
  - Addition of definition of research-pathway Masters degrees.
- Part 17, Section 91:
  - Addition of sections 91A, B, and C setting out the curriculum framework for VIMs.

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

PROPOSED CURRICULUM FRAMEWORK

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

- The viability for domestic students would be contingent on the availability of CSP scholarships. However, the degree may be attractive to International Students and could be developed as a separate entry point alongside the vertically integrated Bachelor/Master vertically integrated combined degrees.
- Requirements for the standalone research-pathway degree would be as follows:
  - a 96 credit point coursework Masters degree;
  - admission on the basis of a completed Bachelor Degree with WAM of 65 or higher;
  - up to 24 points of credit can be given for advanced (3000-level) Bachelor study in a cognate area
  - a Specialisation including:
    - a research project of 24-36 credit points;
    - coursework developing advanced knowledge and research skills at 4000 and 5000 level and above.
  - a minimum of 72 credit points, including any Masters core units at 4000 level or higher;
  - a minimum of 36 credit points in total must be at 5000-level;
  - at least 6 and no more than 12 credit points at 5000 level in the Open Learning Environment
  - governance of the stand-alone degree through the Board of Interdisciplinary Studies, with governance, management and delivery of Masters Specialisation by the faculty offering the specialisation.

The models proposed for VIMs in the discussion paper (Attachment 1) are for combined degrees built on 144 credit point Bachelor degrees. For 192 credit point Bachelor degrees, the requirement for 4000 and above units in the Masters degree would be reduced to 48 credit points with 36 credit points at 5000 level and above. The minimum duration is 240 credit points. This model is included in the curriculum framework in the proposed amendment to the Coursework Policy 2014 (Attachment 2).

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

For the research-pathway integrated Bachelor/Master combined degrees:

- The degrees would be designed for high-achieving students with an ATAR of 98+, with equity equivalents and comparable transfer pathways at the end of second year.
- Admission would be for Dalyell students only (depending on outcome of government action). Students achieving an AAM threshold of 75 would be able to transfer to the vertically integrated combined degree at the end of the second year. This would enable students to apply for a CSP scholarship and transfer if successful. Students could also transfer without a CSP scholarship if they met the threshold. Depending on the outcome of government action, admission may also be possible with CSP scholarship on the basis of an ATAR.
- Requirements for the vertically integrated degree would be as follows:
  - for 144 credit point Bachelor degrees, a 216 credit point combined Bachelor/Master degree:
    - a Bachelor degree of 144 credit points;
    - a Master of Advanced Studies ([discipline]) degree of 96 credit points (though effectively 72 credit points with cross-crediting); the Masters specialisation to build on a discipline studied to major level or higher in the Bachelor degree;
    - 24 credit points cross-credited between the Bachelor and Master degree;
    - a Specialisation including:
      - a research project of 24-36 credit points;
      - coursework developing advanced knowledge and research skills at 4000 and 5000 level and above.
    - a minimum of 72 credit points, including any Masters core units at 4000 level or higher;
    - a minimum of 36 credit points at 5000 level;
    - at least 6 and no more than 12 credit points at 5000 level in the Open Learning Environment;
  - for 192 credit point Bachelor degrees, a 240 credit point combined Bachelor/Master degree:
    - a Bachelor degree of 192 credit points;
    - a Master of Advanced Studies ([discipline]) degree of 96 credit points (though effectively 48 credit points with cross-crediting); the Masters specialisation to build on a discipline studied to major level or higher in the Bachelor degree;
    - 48 credit points cross-credited between the Bachelor and Master degree;
    - a Specialisation including:
      - a research project of 24-36 credit points;
      - coursework developing advanced knowledge and research skills at 4000 and 5000 level and above.
    - a minimum of 72 credit points, including any Masters core units at 4000 level or higher;
    - a minimum of 36 credit points at 5000 level;
    - at least 6 and no more than 12 credit points at 5000 level in the Open Learning Environment.

- A single set of Bachelor/Master resolutions would be created. Faculties that wished to offer the program would develop a curriculum for the Masters specialisation (pre-requisite major, 4000 and 5000 level units, core and research project) and submit to the Academic Board as an amendment to the University-wide degree resolutions (thus creating a shorter, more agile approval process).
- The Masters specialisation would be built upon a major not a specific degree, enabling students to pursue masters level specialisation in a major taken from the shared pool as well as from a Table A major from their home degree;
- The combined degree must achieve learning outcomes of at least AQF level 9, should develop the (proposed) graduate qualities for PhD students (including through the Open Learning Environment).

For specialist/professional integrated Bachelor/Master combined degrees:

- The degrees would be designed for high-achieving students with an ATAR of 98+ or at a level to be determined, with equity equivalents and comparable transfer pathways at the end of first and second year.
- Admission would be to Dalyell students only (depending on outcome of government action). Students achieving an AAM threshold of 75 would also be able to transfer to the vertically integrated combined degree at the end of second year. Depending on the outcome of government action, admission may also be possible with CSP scholarship on the basis of an ATAR.
- Requirements for the vertically integrated degree would be as follows:
Non-Confidential

- for 144 credit point Bachelor degrees, a 216 credit point combined Bachelor/Master degree:
  - a Bachelor degree of 144 credit points;
  - a Masters degree in a cognate discipline to one of the majors of 96 credit points (effectively 72 with cross-crediting);
  - 24 credit points cross-credited between the Bachelor and Master degree;
  - a minimum of 72 credit points, including any masters core units at 4000 level or higher;
  - a minimum of 36 credit points at 5000 level;
  - a 5000-level capstone project of at least 12 and no more than 36 credit points;
  - at least 6 and no more than 12 credit points at 5000 level in the Open Learning Environment;

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

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

CONSULTATION

In April 2016, the discussion paper, *Next Steps* set out a rationale and framework for vertically integrated Bachelor/Masters degrees for both professional/specialist and research track pathways. These were developed into the discussion paper, *Vertically Integrated Bachelor/Masters degrees* (*Attachment 1*). Changes since last version are highlighted.

The meeting schedule for the approval of the curriculum framework and amendments to the [Coursework Policy 2014](#) was:
- CCPC: 23 October 2017
- UE: 2 November 2017
- UE Ed: 6 November 2017
- USC and GSC: 7 November 2017
- ASPC: 14 November 2017

IMPLEMENTATION

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

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

Attachment 1 – Discussion paper on Vertically Integrated Bachelor/Masters degrees.
Attachment 2 – Policy amendments to the University of Sydney Coursework Policy 2014 to incorporate the curriculum framework for research-pathway Masters degree, and vertically integrated research-pathway and professional/specialist Bachelor/Master combined degrees.
Vertically integrated Bachelor/Master degrees
21 November 2017

Background

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

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

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

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

CSP Places in Vertically Integrated Masters programs

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

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

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\(^1\) See pages 24, 36 of the 2016-2020 Strategic Plan
The Department confirmed in July that, under current legislation, all such programs would fall under the demand driven system and that CSP places would therefore be available.\(^2\) As discussed later in the paper, the Government unsuccessfully sought to change this situation in October. At the time of writing vertically integrated Bachelor/Master programs are eligible for CSP funding but the Government’s plans to realise its plans to change this remain unclear.

### Accelerated structure

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

#### Table 1. Illustrative course structure for an accelerated 216cp Bachelor/Master degree*

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

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

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

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

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

### A non-accelerated structure

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

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

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

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

**What do we mean by ‘integrated’?**

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

For the purposes of the Higher Education Support Act 2003, an integrated combined degree program that includes a Bachelor degree is an undergraduate course of study and therefore eligible for CSP funding.³

**Admission**

Legislation considered and rejected by the Australian Senate in October concerning the definition of “postgraduate” and the allocation of CSP places in postgraduate courses via a central CSP scholarship pool (including, according to the proposed definition, vertically integrated combined degrees) would have an impact on viable admission pathways into this degree. As noted earlier (CSP Places in Vertically Integrated Masters Programs), under current legislation, CSP places would be available for vertically integrated combined degrees but not

³ The relevant definitions are:

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

**enabling course** means a course of instruction provided to a person for the purpose of enabling the person to undertake a course leading to a higher education award, but does not include:
(a) a course leading to a higher education award; or
(b) any course that the Minister determines is not an enabling course for the purposes of this Act.

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

**postgraduate course of study** means a course of study that:
(a) leads to one or more of the following higher education awards:
   (i) a graduate diploma;
   (ii) a graduate certificate;
   (iii) a master's degree;
   (iv) a doctoral degree; and
(b) does not lead to any other higher education award.
for a stand alone research pathway Masters degree by coursework. As near as could be
gauged the Governments intention was:

- the Government will allocate CSP places in postgraduate degrees according to a
  centrally administered merit based system of CSP scholarships;
- CSP scholarships will be available for research track degrees, professional degrees and
  for the Master component of vertically integrated Bachelor/Master degrees (by
  transfer);
- allocation of CSP scholarships will be made on the basis of 2nd year results (for
  students wishing to transfer to a vertically integrated Bachelor Masters program from
  a single Bachelor degree), and on the basis of completed Bachelor degrees.

However, with the failure of the legislation in the Senate in October it is currently not clear
how much of this intention will be realized. The University is therefore proceeding to develop
the Vertically Integrated research-pathway Bachelor/Masters degree for 2020
commencement and a stand alone research pathway Masters degree for commencement in
2019 based on the assumption that the Government’s intentions will eventually be
implemented.

Adjustments will be made in the light of changing circumstances.

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

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

A proposed research-track coursework Masters degree

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

- A 96 credit point degree
- Up to 24 points of credit can be given for advanced (3000-level) Bachelor study in
  a cognate area
- A research project of 24-48 credit points is required
- Advanced (4000- or 5000-level) coursework of 24-36 credit points is also required,
- A minimum of 36 credit points in total must be at 5000-level.

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

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

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

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

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

**Nomenclature of the research-track coursework Masters degree**

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

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

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

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

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

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

Dated: 3 December 2014

Last amended: 18 September 2017 (administrative amendment only)

Signature:

Position: Chair, Academic Board

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PART 1 PRELIMINARY

1 Name of policy

This is the Coursework Policy 2014.

2 Commencement

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

3 Statement of intent

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

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

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

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

4 Application

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

(a) this policy applies to:

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

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

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

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

5 Definitions

(1) In this policy:

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

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

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

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

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

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

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

**Australian Tertiary Admissions Rank (ATAR)** for an applicant, means:

- the applicant’s rank in relation to the applicant’s secondary cohort, as provided to the University by UAC; or
- the applicant’s results in a school leaving examination in another State, Territory or country, converted to an ATAR equivalent, as provided to the University by UAC.

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

**Australian citizen** has the meaning it has under the [Australian Citizenship Act 2007](https://www.legislation.gov.au/Details/C2007A0000).

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

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

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

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

Note: See clause 2.3 of the Coursework Rule.

Bachelor degree means an undergraduate degree that:

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

The University offers two types of Bachelor degrees:

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

Note: See clause 83A.

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

Note: See clause 83C.

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

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

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

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

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

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

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

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

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

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

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

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

Dean mMeans, as appropriate, the Dean of the relevant faculty or the Head of School and Dean of the relevant University school.

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

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

disability, in relation to a person, means:

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

and includes a disability that:

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

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

domestic applicant means an applicant who is:

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

domestic student means a student who is:

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

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

embedded program means a sequence of linked courses in closely related academic or professional areas that:
- allows for consequential and incrementally higher levels of academic achievement;
- specifies in the award course resolutions conditions for transfer from one linked award to a higher linked award; and
- allows credit points for a unit of study to count towards more than one of the linked awards.

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

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

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

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

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

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

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

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

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

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

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

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

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

international applicant means an applicant who is not:

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

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

international student means a student who is not:

• an Australian citizen;
• a permanent resident of Australia; or
• a New Zealand citizen.
**learning outcomes** means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, stream, award course, or other curriculum component.

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

**Note:** See clause 83B.

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

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

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

- **Advanced Learning Masters:** a minimum one year full-time advanced study course that builds on prior undergraduate study in the same discipline or in a relevant discipline;

- **Professional Masters degree:** a Masters degree that prepares the student for accreditation or recognition in a specific profession, building either on prior undergraduate study in the discipline or on undergraduate study in another appropriate discipline;

- **Research Pathway Masters degree:** a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy;

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

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

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

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

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

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

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

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

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

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

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

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

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

*Note:* See clause 83C.

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

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

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

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

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

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

Registrar means the Deputy Vice-Chancellor (Registrar).

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

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

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

Specialisation has the meaning given in the Learning and Teaching Policy 2015, which at the date of this policy is:

- the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor degree or postgraduate degree; or
- the research specialisation developed in a Research Pathway Masters degree.

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

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

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

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

Student means a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.
Study abroad student means a person who is:
• not an Australian citizen;
• not admitted to an award course at the University;
• admitted to a formally approved program of study at an overseas institution with which the University does not have an exchange agreement; and
• enrolled in units of study at the University.

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

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

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

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

unit of study co-ordinator means the academic staff member with overall responsibility for the planning and delivery of a unit of study.

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

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

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

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

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

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

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

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

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

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

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

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

PART 2 ADMISSION TO AWARD COURSES

6 Quotas

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

(a) the maximum number of applicants who may be admitted to a specified award course in a specified academic year;
(b) the maximum number of applicants who may be admitted to a specified award course under a special admission program in a specified academic year;
(c) the maximum number of students who may enrol in a specified unit of study in a specified academic year; and
(d) the maximum number of continuing students who may enrol in a specified unit of study in a specified academic year.

7 Admission by Dean

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

(1) Subject to and in accordance with the Coursework Rule and this Policy, the Dean of a faculty relevant program director 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:

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<tbody>
<tr>
<td>(a)</td>
<td>the person meets the requirements in the Coursework Rule, this Policy and the relevant award course resolutions for admission to the award course;</td>
</tr>
<tr>
<td>(b)</td>
<td>the person has not made a material misrepresentation in applying for admission to the award course; and</td>
</tr>
<tr>
<td>(c)</td>
<td>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.</td>
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</table>

9 Admission and candidature

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

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<tbody>
<tr>
<td>(2)</td>
<td>A person is admitted to candidature on the date on which he or she completes the admissions process.</td>
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<td></td>
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</tr>
<tr>
<td>(a)</td>
<td>Domestic students are admitted to candidature on the date of their first enrolment.</td>
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<td></td>
<td></td>
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<tr>
<td>(b)</td>
<td>International students are admitted to candidature on the date on which they:</td>
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<td></td>
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<tr>
<td>(i)</td>
<td>complete their acceptance online, or complete their acceptance of offer form;</td>
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<td>(ii)</td>
<td>pay the applicable fees to the University; and</td>
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<tr>
<td>(iii)</td>
<td>enrol for the first time.</td>
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</table>

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

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

10 Domestic applicants – secondary studies

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

(a) a NSW Higher School Certificate examination, leading to the calculation of an ATAR, in accordance with procedures prescribed by the NSW Vice-Chancellor’s Conference from time to time;
(b) a State or Territory leaving examination considered by the Academic Board to be equivalent to the HSC; or
(c) any other school leaving examination, provided that the program of study and the standard of the examination are considered by the Academic Board to be equivalent to the program and the standard required of candidates for the HSC.

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

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

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

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

(a) if the applicant achieved a higher ATAR or equivalent than originally awarded, will endeavour to admit the applicant to the award course to which the correct ATAR or equivalent would have earned admission;
(b) if the applicant achieved a lower ATAR or equivalent than originally awarded:
   (i) reserves its right to withdraw its offer of admission at any time within the first four weeks of the student’s first semester; and
   (ii) will endeavour to admit the applicant to a course for which the applicant would have qualified with the lower ATAR.

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

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

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

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

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

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

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

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

   is eligible for admission on the basis of tertiary studies.

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

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

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

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

12 Domestic applicants – other qualifications

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

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

(b) the Diploma of Tertiary Preparation offered through the University’s Centre for Continuing Education provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent;
(c) an AQF diploma that provides appropriate academic preparation approved by the faculty provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent;

(d) another preparation program determined by the Academic Board to have a program of study and standard required of applicants equivalent to the HSC; or

(e) some other form of prior learning approved by the Academic Board.

12A Domestic applicants – transitional provisions

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

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

13 International applicants

(1) To be eligible for admission to candidature in an undergraduate award course, an international applicant must have:

(a) met one or more of the requirements for admission to an undergraduate award course in clauses 10-12 above; or

(b) successfully completed a preparation program approved by the Academic Board in accordance with clause 15.

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

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

14 Domestic and international applicants – special entry requirements

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

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

(1) The preparation programs approved by the Academic Board for international students are:

(a) foundation programs offered by public higher education providers in Australia who are authorised to self-accredit their courses under the AQF;

(b) foundation programs offered by public higher education providers in New Zealand who are authorised to self-accredit their courses under the New Zealand Qualifications Framework; and

(c) the Advanced International Certificate of Education, University of Cambridge.

(2) The Academic Board may approve foundation and preparation programs offered by private higher education providers in Australia and New Zealand for international students, provided that:

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

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

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

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

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

PART 4 ELIGIBILITY FOR ADMISSION TO POSTGRADUATE COURSES

16 Graduate Certificate

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

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

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

(c) meet other requirements specified in the faculty resolutions and relevant award course resolutions.
17 Graduate Diploma

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

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

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

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

(d) if the applicant does not satisfy subclauses (a) - (c), have completed the requirements for an award course leading to:
   (i) an embedded graduate certificate in the appropriate discipline at the University, as determined by the Dean program director; or
   (ii) a program at another tertiary institution that the Dean program director determines to be the equivalent of such a course;

without graduating from the course; and

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

18 Masters Degree (Advanced Learning Masters degree)

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

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

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

(c) if the applicant does not satisfy subclauses (a) or (b), have completed:
   (i) the requirements for an award course leading to an embedded Graduate Diploma or Graduate Certificate in the appropriate discipline at the University of Sydney, as determined by the Dean program director; or
   (ii) a program at another tertiary education institution, being a program that the Dean program director determines to be the equivalent of an embedded course mentioned in subclause (i);

without graduating from the course; and

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

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

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

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

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

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

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

without graduating from the course; and

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

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

20 Exemption from eligibility requirements in exceptional circumstances

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

(a) a Graduate Certificate;

(b) a Graduate Diploma; or

(c) a Professional Masters degree.

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

(a) has qualifications and experience equivalent to those eligibility requirements; and

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

Note: For subclause (2)(b), evidence of experience and achievement could be provided through publications or authorship of official documents.
PART 5 ENGLISH LANGUAGE REQUIREMENTS – UNDERGRADUATE COURSES

21 All applicants whose first language is not English

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

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

(a) an Australian educational qualification; or

(b) a record of satisfactory achievement in secondary or tertiary studies:

   (i) in an English-speaking country; or

   (ii) in which the language of instruction was English; or

(c) satisfactorily completed an appropriate course at the University’s Centre for English Teaching; or

(d) within two years of the date on which the applicant will commence the course, achieved:

   (i) an IELTS overall band score of 6.5, with at least 6.0 in each band;

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

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

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

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

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

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

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

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

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

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

Note: These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.
(4) Applicants seeking admission to an undergraduate award course on the basis of satisfactory achievement in secondary or tertiary studies in accordance with subclause (2)(b) must have completed either:
(a) senior secondary study; or
(b) at least one year of full-time university study;
in which the language of instruction was English.

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

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

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

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

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

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

22 International applicants whose first language is not English

Where an international applicant:

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

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

the University will use the IELTS or TOEFL results as the primary tool for assessing whether the applicant has satisfied English language requirements.
23 All applicants whose first language is not English

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

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

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

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

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

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

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

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

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

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

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

24 Exemption from English language requirements in certain circumstances

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

(a) the applicant has an IELTS score and:

(i) the overall or average band score is no more than 0.5 below the overall or average band score otherwise required by this Policy; and

(ii) any individual band score is no more than 1.0 below the individual band score otherwise required by this Policy; or
the applicant has a score on another test permitted by this Policy and the applicant’s score was no more than a corresponding amount below the score otherwise required by this Policy; and

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

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

(3) In considering whether an applicant has enough competence in written and spoken English to complete the course successfully, the Dean:

(a) must take into account any advice of the Head of Department relevant Associate Dean; and

(b) may consider any other relevant matter, including:

(i) the applicant’s ability to communicate in an academic environment;
(ii) whether the applicant has been known to the faculty for at least two years;
(iii) any appropriate work experience that the applicant has had in an English language environment; and
(iv) any oral discussions between faculty members and the applicant.

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

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

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

PART 7 SPECIAL ADMISSION PROGRAMS

25 Application for a special admission program

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

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

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

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

26 Flexible entry schemes

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

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

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

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

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

(c) do not have a tertiary record.

(4) Flexible entry schemes comprise two components:

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

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

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

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

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

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

(c) aptitude for the award course, demonstrated by:

(i) relevant work or other experience;

(ii) submission of a portfolio; or

(iii) submission of a statement of interest in the course.

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

(6) A flexible entry scheme in force at the commencement of this Policy continues in force. It may be terminated by resolution of the Academic Board, but must not be amended if the scheme, as amended, would be inconsistent with this clause.
26A Future Leaders Scheme

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

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

(a) are eligible current school leavers attending a secondary school registered with the relevant state or territory Department of Education, including applicants who hold an International Baccalaureate;

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

(c) have an ATAR or ATAR equivalent that lies between the previous year’s ATAR cut-off for that course and a lower limit determined by the faculty for that course; and;

(d) meet all other applicable course entry requirements.

27 Broadway Scheme

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

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

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

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

(b) have suffered:

(i) long-term educational disadvantage; or

(ii) severe disadvantage during the final two years of their secondary education.

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

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

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

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

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

(d) whether the applicant has English language difficulties;
(e) whether the applicant’s family responsibilities are or were excessive;
(f) any financial hardship affecting the applicant;
(g) whether the applicant was in a remote or isolated location;
(h) whether the applicant has suffered physical or psychological abuse.

28 Cadigal Program

(1) The purpose of the Cadigal Program is to address the educational disadvantage experienced by Aboriginal and Torres Strait Islander people, by facilitating and supporting their participation in University courses. It comprises:
   (a) provision of preparatory studies for Aboriginal or Torres Strait Islanders who want to undertake degree courses at the University;
   (b) provision for reduced academic eligibility requirements for admission to courses for Aboriginal or Torres Strait Islander applicants;
   (c) provision for a reduced first year load for Aboriginal or Torres Strait Islander students; and
   (d) a continuing support program for Aboriginal and Torres Strait Islander students.

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

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

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

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

(6) The Associate Dean of a faculty may admit an applicant to an undergraduate award course under the Cadigal Program only if:
   (a) where the applicant will be under 21 years old on 31 March in the academic year after the year in which the application is made:
      (i) the applicant has an ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Cadigal Program; or
      (ii) the applicant has demonstrated to the satisfaction of the Associate Dean his or her capacity to succeed in coursework at a university level;
   (b) where the applicant will be over 21 years old on 31 March in the academic year after the year in which the application is made:
      (i) the applicant has successfully completed a tertiary education preparation course that the Associate Dean determines to be relevant to the course;
      (ii) the applicant has successfully completed, or has partly completed, an accredited course at diploma level or above; or
(iii) the applicant has demonstrated to the satisfaction of the Associate Dean his or her capacity to succeed in coursework at a university level.

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

(a) requiring a student to complete a unit or units of study within a specified time;
(b) prohibiting enrolment by the student in a unit or units of study;
(c) restricting the maximum unit of study load in which a student can enrol.

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

29 Conditional Early Offers Schemes

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

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

(3) The Associate Dean of a faculty may admit a domestic applicant to candidature in an undergraduate award course under the Conditional Early Offers Scheme only if:

(a) the applicant has an ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Conditional Early Offers Scheme; and
(b) the student maintains the level of academic performance demonstrated in accordance with subclause (5) below.

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

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

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

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

30 Principal's Recommendation Conditional Offer Scheme (E12)

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

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

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

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

(4) For their application for admission under the Principal’s Recommendation 
Conditional Offer Scheme to be considered, applicants must complete the 
application form, including a statement of motivation demonstrating:

(a) their interest in and motivation for applying for one of the undergraduate 
award courses offered by the University; and
(b) their reasons for applying to the University.

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

(6) Applicants will be assessed against the following criteria:

(a) demonstrated interest in and motivation for the course of study;
(b) ability to set and meet long term goals;
(c) undertaking any prerequisite subjects;
(d) likelihood of meeting the required ATAR cut off score and succeeding in their 
    studies at the University; and
(e) demonstrated leadership or citizenship skills.
(7) An assessment panel with at least two representatives from each participating faculty will evaluate all applications against the eligibility and selection criteria, and make a recommendation to the relevant Associate Dean.

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

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

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

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

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

### 31 Mature Age Applicants Scheme

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

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

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

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

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

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

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

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

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

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

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

   (iv) the Open Foundation Course or NEWSTEP Program offered by the University of Newcastle;
(v) the University Preparation Program offered by the University of New South Wales; or

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

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

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

(6) Applicants may be required to:

(a) attend an interview;

(b) provide a work portfolio; or

(c) successfully complete a practical examination.

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

(a) the applicant’s personal qualities;

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

(c) the applicant’s work experience;

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

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

32 Elite Athletes or Performers Scheme

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

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

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

(a) have been assessed by the Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, as being elite; and

(b) can demonstrate that their sporting or performance commitments have impeded their HSC performance.

(4) For their application for admission under the Elite Athletes and Performers Scheme to be considered, applicants must complete and submit an application form prior to the last day of business in October of each year.
(5) The Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, will assess whether an applicant is an elite athlete or performer, normally prior to the publication of HSC results.

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

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

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

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

34 Special Consideration for Admission Scheme

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

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

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

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

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

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

PART 8 ADMISSION DECISIONS AND OFFERS

35 Basis for admission decisions

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

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

(3) For admission to undergraduate award courses, applicants' academic merit is to be measured principally by their secondary or tertiary results.
(4) The University may make more than one round of offers to applicants for an award course. The ATAR cut off points may be different for different rounds of offers.  

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

36 Conditional offers

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

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

37 Accepting an offer

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

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

(3) An applicant who has accepted an offer of admission to an undergraduate award course and, prior to commencing that course, wishes to transfer to a different award course, may apply for and be admitted to the new course, provided that:
   (a) the applicant has met the minimum admission requirements for the new course at a standard equal to or higher than applicants who were offered admission to the course in the main round of offers made by the UAC;
   (b) a place is available in the course;
   (c) all available places are offered on the basis of merit; and
   (d) the offer is made and accepted before the commencement of teaching in the new course.
PART 9 DEFERRAL

38 Deferred admission by commencing undergraduate applicants

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

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

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

(4) The Associate Dean of the relevant faculty may extend the period of deferral for an individual applicant to a maximum of two years.

(5) Applicants who are offered a place in an undergraduate award course at the Sydney Conservatorium of Music must undertake a further satisfactory audition prior to admission.

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

PART 10 CHANGE OF RESIDENCY

39 International applicants and students changing from international to domestic status

(1) If an international undergraduate applicant changes from international to domestic status prior to enrolling in his or her course and:
   (a) his or her ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
   (b) there are places available in the course;

   the applicant will be transferred to a Commonwealth supported place.

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

(3) If an international undergraduate student changes from international to domestic status prior to the census date for his or her course and:
   (a) his or her ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
   (b) there are places available in the course;

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

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

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

(b) there are places available in the course;

the applicant will continue as an international fee paying student for that semester and transfer to a Commonwealth supported place in the subsequent semester.

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

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

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

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

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

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

### PART 11  RECOGNITION OF PRIOR LEARNING

#### 40  Forms of recognition of prior learning

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

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

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

(4) Reduced volume of learning is a reduction in the number of credit points required for a student to complete his or her award course, in recognition of the student’s:

(a) level and subject area of qualifications completed prior to admission; or

(b) equivalent professional experience.

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

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

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

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

(1) An Associate Dean may, in accordance with this pPolicy, the faculty resolutions and the award course resolutions, grant specific credit or non-specific credit to an undergraduate or postgraduate student for study undertaken:

(a) in another award course at the University;

(b) in an award course at another Australian tertiary institution;

(c) at a recognised overseas tertiary institution;

Note:

Coursework Policy 2014
(d) in an accredited higher education course offered by a registered private provider;
(e) in a course offered by the Vocational Education and Training Sector;
(f) in another award program approved by the Dean following an evaluation process; or
(g) in a non-award program approved by the Academic Board.

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

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

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

(4) Credit will not be granted:

(a) for units of study completed more than:
   (i) 10 years ago; or
   (ii) if the faculty resolutions prescribe a shorter period, the prescribed period;
   prior to admission to candidature in the course that the credit is applied to;
(b) for units of study in an uncompleted course, unless the student provides evidence that he or she has abandoned credit in respect of that course;
(c) except with the permission of the Associate Dean, for units of study undertaken at another tertiary institution from which the student has been excluded;
(d) except with the permission of the Associate Dean, for units of study or non-specific credit listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with subclause 43A(2); or
(e) except with the permission of the Associate Dean, to reinstate specific credit or non-specific credit that has previously been rescinded, on request by the student in accordance with clause 43B.

(5) When granting credit, an Associate Dean may impose requirements on a student with respect to:
(a) progression to more advanced units of study within a particular course; and
(b) time limits for completion of the course.

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

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

Note: See clause 46 regarding waivers.

43 Awarding reduced volume of learning

(1) An Associate Dean or program director may, in accordance with this policy and the award course resolutions, and on request by a student, approve a reduction in the volume of learning required for the student to complete their 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 or program director to provide comparable preparation to subclause (a);
(c) relevant professional experience deemed by the Associate Dean or program director to provide comparable preparation to subclause (a); or
(d) a prior qualification in an appropriate discipline at AQF level 8 or above.

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

(a) the factors set out in subclause 42(2) above;
(b) whether the student's experience is documented;
(c) whether any documentation provided by the student demonstrates skills, knowledge or understanding that are equivalent to those that would be gained in relevant University studies.

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

(4) Reduced volume of learning will not be granted, except with the permission of the Associate Dean or program director:

(a) where the reduced volume of learning was previously listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with subclause 43A(2); or
(b) to reinstate reduced volume of learning that has previously been rescinded, on request by the student in accordance with clause 43B.

43A Accepting and declining offers of specific credit, non-specific credit and reduced volume of learning

(1) The University may make offers to grant specific credit, non-specific credit and reduced volume of learning prior to enrolment or during candidature.
(2) An applicant or student must accept or decline (in whole or in part) any offer of credit made by the University:

(a) prior to enrolment, on or before the date of his or her first enrolment in the award course for which credit is being offered;
(b) during candidature, within twelve months of the date of the offer of credit.

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

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

Note: See clause 38 regarding deferral.

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

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

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

44 Limits on credit and reduced volume of learning

(1) Subject to this clause, and notwithstanding any credit or reduced volume of learning granted in order to qualify for an award:

(a) an undergraduate student must complete a minimum of:
   (i) one year (or part-time equivalent) of the award course at the University; and
   (ii) 48 credit points of the award course at the University;
(b) a postgraduate student must complete at least 50 per cent of the course requirements at the University; and
(c) a student enrolled in a Masters degree must complete a minimum of 48 credit points of postgraduate study (including any postgraduate study at another university) in order to qualify for the award.

(2) The Associate Dean may vary the requirements in subclause (1) where the work was completed:

(a) as part of an embedded program at the University;
(b) as part of another award course undertaken at the University; or
(c) as part of an award course approved by the University as part of an approved conjoint venture with another institution.
(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 subclause (6), credit towards postgraduate awards will not be granted for undergraduate units of study.

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

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

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

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

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

45 Credit in embedded programs, including embedded honours

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

(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.
A student who has met the requirements for a Bachelor degree at pass level may, subject to the award course resolutions:

(a) receive credit for completed units of study; and
(b) enrol in the same Bachelor degree award course at honours level.

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

### 46 Awarding waivers

1. **An Associate DeanA program director** may, having regard to a student’s previous learning or experience, waive the requirement that the student undertake a compulsory unit of study.

2. A **unit of study co-ordinatorprogram director** may waive the requirement that a student meet a prerequisite requirement or a co-requisite requirement for a unit of study.

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

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

### PART 12 ENROLMENT IN 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 award course resolutions.

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

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

4. The total number of credit points required for completion of an award course, including a combined degree or double degree course, is specified in the Senate resolutions and the award course resolutions.

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

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

48 Students must enrol in units of study

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

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

Note: See also Part 13.

49 Assumed knowledge

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

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

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

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

50 Prerequisite and co-requisite requirements

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

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

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

Note: For details of prerequisite and co-requisite requirements for courses, see the relevant faculty handbook.
51 Enrolment restrictions
(1) Except with the permission of the Associate Dean or in accordance with the award course resolutions, a student may not:

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

Note: The award course resolutions may prescribe a lower credit point value limit.

Note: The Associate Dean will specify prohibited units of study in the table of units.

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

52 Repeating a unit of study
(1) Unless granted an exemption by the Associate Dean of the unit of study co-ordinator, 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 of the unit of study co-ordinator, a student who presents for reassessment in any unit of study is not eligible for any prize or scholarship awarded in connection with that unit of study.

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

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

Note: This includes courses offered by other institutions.

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

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

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

54 Cross-institutional study

| (1) A student may, with the permission of the Associate Dean program director, enrol in a unit or units of study at another university or institution and have those units of study credited to the student’s award course.
| (2) The Associate Dean program director may impose conditions on any cross-institutional study approved in accordance with subclause (1).

55 Attendance

| (1) A faculty may specify the attendance and participation requirements for its courses and units of study.
| (2) A student enrolled in a unit of study must comply with the requirements set out in the faculty resolutions, award course resolutions or unit of study outline about undertaking the unit of study, including on matters such as:
  | (a) attendance at and participation in lectures, seminars and tutorials; and
  | (b) participation in practical work.
| (3) An Associate Dean program director may specify the circumstances under which a student who does not satisfy attendance requirements may be deemed not to have completed a unit of study or award course.
| (4) An Associate Dean unit of study co-ordinator 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 evidence that there was good reason why the application could not be made at an earlier time.
| (3) A student who discontinues enrolment in a course during his or her first year of enrolment in the course will not be permitted to re-enrol in that course unless:
(a) the Associate Dean granted prior permission to re-enrol; or
(b) the student is later re-selected for admission to the course.

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

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

57 Suspension of enrolment by student

(1) Subject to restrictions imposed by the Education Services for Overseas Students Act 2000 on student visa holders, a student in a course may suspend his or her enrolment in a course:
   (a) for a maximum period of one year; or
   (b) with the approval of the Associate Dean, for a maximum period of two years.

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

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

58 Suspension and termination of candidature for failure to enrol

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

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

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

59 Return to candidature

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

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

60 Statement of intent

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

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

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

61 Assessment principles and their implementation

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

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

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

62 Principle 1 - Assessment practices must advance student learning

This principle requires that:

(1) Assessment practices align with goals, context, learning activities and learning outcomes.
(2) A variety of assessment tasks are used while ensuring that student and staff workloads are considered.
(3) Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.
(4) Constructive, timely and respectful feedback develops students' skills of self and peer evaluation and guides the development of future student work.
63 **Principle 2 - Assessment practices must be communicated clearly to students and staff**

This principle requires that:

1. Unit of study outlines are available in the first week of any offering of the unit and communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment.
2. Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.
3. Procedures exist to ensure that all staff involved in teaching a unit of study share a common understanding of assessment practices.
4. The process of marking and of combining individual task marks is explicitly explained in the unit outline.

64 **Principle 3 - Assessment practices must be valid and fair**

This principle requires that:

1. Assessment tasks are authentic and appropriate to disciplinary or professional context.
2. Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria with which students actively engage.
3. Students’ assessment will be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes.
4. Assessment practices address issues of equity and inclusiveness to accommodate and build upon the diversity of the student body so as not to disadvantage any student.

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

This principle requires that:

1. Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.
2. Assessments are regularly updated to ensure alignment with program learning outcomes or graduate qualities.
3. Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.

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

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

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

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

66A Simple extensions

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

(2) Such permission is an informal arrangement between the unit of study co-ordinator and the student which does not:

(a) affect the student’s entitlement to apply for special consideration under this policy;

(b) alter any time limits or other requirements relating to applications for special consideration; or

(c) constitute an academic decision for the purposes of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

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

67 Special consideration due to illness, injury or misadventure

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

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

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

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

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

(6) Rescinded.

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

(8) All requests for special consideration must be genuine and made in good faith.

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

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

(10) Special consideration must not be granted for:

(a) balancing workloads from other units of study, disciplines or faculties;

(b) information and communications technology-related problems, except where they could not have been prevented, avoided or the effects minimised by reasonable diligence by the student; or

(c) jury service, military service, national sporting, religious or cultural commitments or other unforeseen events for which special arrangements may be provided in accordance with this policy.

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

68 Students with a disability

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

Note: See the University’s Disability Services website.

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

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

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

(a) extra time for reading, writing, resting or toilet breaks;

(b) use of a scribe;

(c) examination papers in alternative formats;

(d) use of assistive technology;

(e) ergonomic furniture;

(f) using a designated room and experienced supervisors;

(g) using a separate room with a scribe or assistive technology;

(h) rescheduling and or spacing of examinations into the deferred examination period.

69 Special arrangements for assessments

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

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

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

70 Responsibilities for implementation of this Part

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

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

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

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

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

(a) developing and overseeing an assessment strategy for the students’ program or major that is consistent with this policy and any associated procedures;

(b) fostering a whole of program or major approach to assessment;

(c) ensuring program or major learning outcomes and standards are made clear to students;

(d) monitoring overall assessment loads for both staff and students;

(e) ensuring program or major learning outcomes are assessed at appropriate points throughout the degree;

(f) ensuring that assessment tasks reflect increasing levels of complexity across the program or major; and

(g) facilitating and promoting opportunities for professional development of assessment practice for all staff teaching a program, with particular emphasis on new and less experienced teachers.

(6) **Unit of study 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 of study lecturers and tutors** are responsible for:

(a) assessing student work fairly, consistently and in a timely manner;

(b) providing timely feedback which enables students to further improve their learning and performance wherever possible; and

(c) advising students in relation to expectations relevant to specific assessment tasks.

(8) **Students** are responsible for:

(a) actively engaging with assessment tasks, including carefully reading the guidance provided, spending sufficient time on the task, ensuring their work is authentic and their own (whether individual or group work) and handing work in on time;

(b) actively engaging in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. asking for clarification or advice);

(c) actively engaging with and acting on feedback provided;
(d) providing constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys or student representation on committees); and
(e) becoming familiar with University policy and faculty procedures and acting in accordance with those policy and procedures.

PART 15 PROGRESSION

71 Progression requirements

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

See Part 4 of the Coursework Rule.

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

72 Statement of intent

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

(2) Faculties Associate Deans will assist and promote the progression of students who are not meeting progression requirements by:
(a) regularly and effectively advising students of progression requirements;
(b) identifying and alerting students who are not meeting progression requirements;
(c) providing assistance to students who are not meeting progression requirements; and
(d) tracking the progress of students after they are identified as not meeting progression requirements.

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

73 Monitoring progression

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

(2) When monitoring each student’s progression, the faculty Associate Dean may take into account:
(a) whether the student has attended compulsory teaching and assessment components of a unit of study;
(b) whether the student has over-enrolled in an attempt to catch up on failed units of study; and
(c) whether there are significant variations in the student's academic performance.

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

74 Progression profile

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

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

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

76 Stage 1 - Students identified for the first time as not meeting academic progression requirements

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

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

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

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

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

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

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

(1) Students who:
   (a) are enrolled in an award course whose normal full-time duration is two years or less; and
   (b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress;

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

(2) Students who:
   (a) are enrolled in an award course whose normal full-time duration is more than two years; and
   (b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress as prescribed in clause 82;

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

(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 they have consulted or other remedial action they have taken since they were first identified as not meeting academic progression requirements.

(5) The faculty Associate Dean will record whether the student has consulted an academic adviser.
Note: The Associate Dean will take into account whether a student has consulted an academic adviser when determining whether a student has shown good cause for the purposes of clause 78.

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/they should be allowed to re-enrol.

(2) For the purposes of this policy, ‘good cause’ means:

(a) circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure, but does not include demands of employers, pressure of employment or time devoted to non-University activities, unless these are relevant to serious ill health or misadventure; and

(b) reasonable prospects of meeting progression requirements in the following semester.

(3) Students will be asked to show good cause where:

(a) they are enrolled in an award course whose normal full-time duration is two years or less, and they have been identified as not meeting progression requirements for that award course twice, without an intervening period of satisfactory progress as prescribed in clause 82;

(b) they are enrolled in an award course whose normal full-time duration is more than two years, and they have been identified as not meeting progression requirements for that award course three times, without an intervening period of satisfactory progress as prescribed in clause 82; or

(c) they have twice failed the same compulsory or barrier unit of study, field work, clinical work, practicum or other professional experience.

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

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

(6) A student’s response to a request to show good cause should:

(a) outline the circumstances that have negatively affected the student’s study performance;

(b) explain the specific effects or impacts of those circumstances;

(c) outline the steps that the student has taken, or will take in the future, to address each of those circumstances, with a view to ensuring that they will not negatively affect the student’s study performance in the future;

(d) if the student has previously been asked to show good cause, explain whether previously identified factors affecting their study performance have recurred, including reasons why previous strategies to address those factors have been ineffective; and

(e) attach any relevant documentary evidence.

(7) In all cases the onus is on the student to provide the Associate Dean with satisfactory evidence to establish good cause.
(8) The Associate Dean will provide reasons for his or her decision, which will be recorded on the student’s progression profile.

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

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

79 Permission to re-enrol

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

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

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

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

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

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

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

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

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

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

Note: For information on student appeals against decisions made by 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: 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: 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 Associate Dean's discretion, be required to consult an academic adviser about their progress.

PART 16 SHOW GOOD CAUSE FOLLOWING FAILURE, DISCONTINUATION OR EXCLUSION

83 Show good cause following failure, discontinuation or exclusion

(1) The Associate Dean may require a student to show good cause why he or she should be permitted to re-enrol in a unit of study that he or she has failed or discontinued more than once, whether that unit of study was failed or discontinued when the student was enrolled in an award course offered by the current faculty or by another faculty.

(2) The Associate Dean may require a student who:
   (a) has had his or her candidature in an award course at the University, or at another institution, terminated due to failure or discontinuation; and
   (b) has subsequently been admitted or re-admitted to an award course at the University;

   to show good cause why he or she should be permitted to re-enrol in a year of candidature or a unit of study that he or she has failed or discontinued in the year immediately following the admission or re-admission.

(3) Where a student has not shown good cause why he or she should be allowed to re-enrol, the Associate Dean may:
   (a) exclude the student from the relevant course; or
   (b) permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include but are not limited to:
(i) completion of a unit or units of study within a specified time;
(ii) exclusion from a unit or units of study; and
(iii) specification of the earliest date upon which a student may re-enrol in
a unit or units of study.

(4) The Associate Dean may not exclude a student who subsequently does not meet
any conditions on enrolment imposed under subclause (3)(b) without allowing the
student a further opportunity to show good cause.

Note: For information on student appeals against decisions made by an Associate Dean
under this clause, see the University of Sydney (Student Appeals against Academic

PART 17 AWARD COURSE REQUIREMENTS

Note: To qualify for the award of a degree, diploma or certificate, a student must:
• complete the award course requirements prescribed in any relevant faculty
  resolutions and the award course resolutions; and
• satisfy the requirements of the Coursework Rule and any applicable policy

See clause 5.1 of the Coursework Rule.

Note: See clause 102(3) for commencement dates of clauses 83A to 83C inclusive.

Note: See also clauses 18(1)–(108) of the Learning and Teaching Policy 2015.

83A Award course requirements for all Bachelor degrees

(1) The Bachelor degree:
  (a) offers liberal, professional or specialist learning and education; and
  (b) builds on prior secondary or tertiary study.

(2) All Bachelor award courses must meet:
  (a) the requirements for either:
      (i) a Liberal Studies Bachelor dDegree; or
      (ii) a Professional or Specialist Bachelor’s degree;
    and
  (b) the applicable award course resolutions.
83B Award course requirements for the Liberal Studies Bachelor degree

(1) Any Liberal Studies Bachelor degree will have a requirement of 144 credit points of study as specified in the award course resolutions, including the requirement to complete:
   (a) core units of study as specified, to a maximum of 24 credit points;
   (b) a major or a program from the list specified;
   (c) a minimum of 12 credit points of elective units from the open learning environment; and
   (d) a minor from a shared pool of minors common to Liberal Studies Bachelor degrees.

(2) Every Liberal Studies Bachelor degree must be designed to support the development of the graduate qualities and must require all students to demonstrate those qualities.

(3) Every Liberal Studies Bachelor degree must offer the opportunity for students to complete:
   (a) a second major in place of the minor required in subclause 83B(1)(d) above from a shared pool of majors common to Liberal Studies Bachelor degrees;
   (b) a program from a pool of the degree’s list of available programs;
   (c) elective units of study from a shared pool of elective units common to Liberal Studies Bachelor degrees (except where the requirements for a program do not allow sufficient free credit points to take electives);
   (d) elective modules from the open learning environment;
   (e) in addition to the Liberal Studies Bachelor degree, the requirements for the Bachelor of Advanced Studies in a combined degree as set out in the award course resolutions.

83C Award course requirements for the Professional or Specialist Bachelor degree

(1) Any Professional or Specialist Bachelor degree must:
   (a) have a requirement of not less than 144 credit points of study as specified in the award course resolutions;
   (b) support the development of the graduate qualities; and
   (c) require all students to demonstrate those qualities.

(2) Professional or Specialist Bachelor degrees may offer the opportunity for students to complete, in addition to the Professional or Specialist Bachelor degree, a Bachelor of Advanced Studies.

84 Masters by coursework

The Masters by coursework degree:
(a) is a program of either or both of advanced learning and professional training; 
(b) builds on prior undergraduate study; and 
(c) normally leads to a capstone experience, which provides an opportunity to synthesise the knowledge and experience gained.

85 The capstone experience

(1) All Advanced Learning Masters degrees and appropriate Professional or Specialist Masters degrees culminate in a capstone experience.

(2) The capstone experience:

(a) is a unit of study designed to provide students with an opportunity to:
   (i) draw together the learning that has taken place during the award course;
   (ii) synthesise the learning that has taken place during the award course with their prior learning and experience; and
   (iii) draw conclusions that will form the basis for further investigation and intellectual and professional growth;
(b) will be integrative, foster student autonomy and, where appropriate, a trans-disciplinary perspective;
(c) will contribute to award course aims and graduate qualities;
(d) is taken towards the end of the award course, with the result captured in a mark or the component of a mark;
(e) may take the form of:
   (i) a long essay;
   (ii) a thesis;
   (iii) a project;
   (iv) a professional placement;
   (v) a comprehensive or oral examination;
   (vi) a portfolio with commentary;
   (vii) a performance;
   (viii) an exhibition;
   (ix) a public presentation;
   (x) a law moot; or
   (xi) another activity appropriate to the discipline.

86 Award course requirements for the Advanced Learning Masters degree

(1) The Advanced Learning Masters degree comprises a minimum of one year of full-time advanced study culminating in a capstone experience.
(2) Advanced Learning Masters degrees contain optional opportunities for interdisciplinary study and research and, where appropriate and feasible:
   (a) exchange and work-based projects; and
   (b) professional or industry experience.

(3) Advanced Learning Masters degrees carry the title Master of Arts in [discipline], Master of Science in [discipline], or a title specified in the relevant award course resolutions.

(4) Candidates for the Advanced Learning Masters degree must complete a minimum of 48 credit points of study, or such higher number as specified in the award course resolutions, including:
   (a) core advanced units of study as specified in the award course resolutions;
   (b) a capstone experience;
   (c) elective advanced units of study, including:
      (i) an optional 12 credit points of research, as prescribed in the award course resolutions;
      (ii) optional units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties;
   (d) where specified in the award course resolutions, optional elective units designed by the faculty involving a professional or industry project; and
   (e) where appropriate and specified in the award course resolutions, optional inter-institutional units of study.

87 Award course requirements for the Professional Masters degree

(1) The Professional Masters degree comprises a minimum of one year and a maximum of four years of full-time study leading to a qualification that contributes to professional accreditation or recognition.

(2) Where appropriate to professional requirements, Professional Masters degrees will include:
   (a) a capstone experience;
   (b) opportunities for interdisciplinary study;
   (c) research;
   (d) inter-institutional study; and
   (e) professional or industry experience.

(3) Candidates for Professional Masters degrees must complete the requirements set out in the award course resolutions, which will include a minimum of 48 and a maximum of 192 credit points, including:
   (a) core units of study as specified in the award course resolutions;
   (b) where appropriate, a capstone experience;
   (c) elective advanced units of study including, where appropriate and feasible:
      (i) an optional 12 credit points of research as set out in the award course resolutions;
optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties;

(iii) where specified in the award course resolutions, optional elective units designed by the faculty involving a professional or industry project; and

(iv) where specified in the award course resolutions, optional exchange units.

87A Award course requirements for Research Pathway Masters degree

(1) The Research Pathway Masters degree builds on a prior undergraduate degree and develops advanced knowledge and skills necessary to undertake research in a Doctor of Philosophy.

(2) The usual Research Pathway Masters degree is the Master of Advanced Studies [specialisation].

(3) The volume of learning in a Research Pathway Masters degree will depend on the student’s prior undergraduate and postgraduate study, but will normally be:

(a) 48 credit points, for a student who has taken a major or specialisation in a 192 credit point undergraduate degree or AQF level 8 qualification at a standard accepted by the relevant faculty and in an area of the specialisation of the Masters degree;

(b) 72 credit points, for a student who has taken a major or specialisation in a 144 credit point undergraduate degree at a standard accepted by the relevant faculty and in an area of the specialisation of the Masters degree; or

(c) 96 credit points, for a student who has not taken a major or specialisation in the area of specialisation of the Masters degree at a standard accepted by the faculty.

(4) The course resolutions for each Research Pathway Masters degree must:

(a) require a maximum of 96 credit points; and

(b) include:

   (i) a research project of 24 – 36 credit points;

   (ii) advanced coursework which develops knowledge and research skills in the discipline of the specialisation at 4000- and – 5000 level;

   (iii) a minimum of 72 credit points at or above -4000 level; and

   (iv) a minimum of 36 credit points at or above -5000 level;

   (v) including a minimum of 6 credit points and a maximum of 12 credit points from the open learning environment at or above –5000 level.

(5) The course resolutions for a Research Pathway Masters degree may also provide for a maximum of 24 credit points at or above -3000 level for students admitted without an undergraduate major or specialisation as provided in subclause 87A(3)(c).

Note: For further discussion of levels, see the Learning and Teaching Policy 2015.

Coursework Policy 2014
88 Award course requirements for the Graduate Diploma

(1) The Graduate Diploma is an advanced program of study building on either or both of prior undergraduate and postgraduate study.

(2) A Graduate Diploma may be offered as an embedded award in an Advanced Learning or Professional Masters program, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Diploma will be Graduate Diploma in [discipline], where [discipline] is:
   (a) an identifier that is unique within the faculty; and
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Diploma is offered as a stand-alone program, its title will be as specified in the award course resolutions.

(5) Candidates for a Graduate Diploma must complete a minimum of 36 and a maximum of 48 credit points of study, including:
   (a) core units of study as specified in the award course resolutions; and
   (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties.

89 Award course requirements for the Graduate Certificate

(1) The Graduate Certificate is an advanced program of study building on:
   (a) prior undergraduate study; or
   (b) where approved by the faculty, prior experience that is considered by the faculty to demonstrate knowledge and aptitude to undertake the required units of study.

(2) A Graduate Certificate may be offered as an embedded award in an Advanced Learning program, a Professional Masters program, a Graduate Diploma, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Certificate will be Graduate Certificate in [discipline], where [discipline] is:
   (a) an identifier that is unique within the faculty; and
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Certificate is offered as a stand-alone program, its title will be as specified in the award course resolutions.

(5) Candidates for the Graduate Certificate must complete a minimum of 24 and a maximum of 36 credit points of study, including:
   (a) core units of study as specified in the award course resolutions; and
   (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties.
90 Award course requirements for combined postgraduate coursework degrees and double degrees

(1) Subject to this clause, faculties may establish combined degree and double degree programs involving postgraduate coursework awards allowing some units to be cross-credited to both degrees.

(2) The minimum course requirement for a double Masters degree is 96 credit points, equating to two years of full-time study.

(3) The cross-credited units of study for combined postgraduate degrees and double degrees will not exceed a value of 12 credit points in each degree.

(4) Faculties may admit candidates to two postgraduate award courses and allow a maximum of 12 credit points to be credited to both awards, provided that:
   (a) where the awards are offered by two faculties, double enrolment is with the permission of the Deans of both faculties; and
   (b) units of study to be cross-credited in both degrees are cross-credited with the written approval of the relevant Deans and Heads of Department-program directors.

91 Award course requirements for combined degree and double degree programs for the award of a Bachelor and Masters degree

(1) Subject to this clause, faculties may establish combined degree and double degree programs for the award of a Bachelor degree and the award of a Masters degree.

(2) The minimum requirements for a double degree combining the award of a Bachelor degree and a Masters degree is 192 credit points, equating to four years of full-time study.

(3) Candidates may not proceed to units of study at the Masters level without achieving in units contributing to the Bachelor degree at:
   (a) a credit level; or
   (b) such higher level as is set out in the award course resolutions.

91A Award course requirements for vertically-integrated Bachelor and Masters degrees generally

(1) This section applies to vertically-integrated Bachelor and Masters degrees approved after 1 January 2018.

(2) All vertically-integrated Bachelor and Masters degrees must meet:
   (a) the applicable course resolutions for each of the integrated award courses; and
   (b) the requirements for:
      (i) Research Pathway vertically-integrated Bachelor and Masters degrees specified in clause 91B; or
(ii) Specialist or Professional vertically-integrated Bachelor and Masters degrees specified in clause 91C.

91B Award course requirements for Research Pathway vertically-integrated Bachelor and Masters degrees

(1) The award course resolutions for a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:

(a) a total of 216 credit points;

(b) 72 credit points from the Master of Advanced Studies (discipline) degree, as specified in subclause 91B(2);

(c) a minimum of 72 credit points at or above -4000 level; and

(d) a minimum of 36 credit points at or above -5000 level; and, of which

(e) a minimum of at least 6 six and a maximum of no more than 12 credit points must come from the open learning environment at -5000 level.

(2) The Masters portion of a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:

(a) a named specialisation that develops research ability in a discipline to a sufficient standard for admission to a Doctor of Philosophy;

(b) a research project of 24-36 credit points; and

(c) advanced coursework developing knowledge and research skills in the discipline of the specialisation at or above -4000 level.

(3) The course resolutions for a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:

(a) a total of 240 credit points;

(b) 48 credit points from the Master of Advanced Studies (discipline) degree, as specified in subclause 91B(4);

(c) a minimum of 48 credit points at or above -4000 level;

(d) a minimum of 36 credit points at or above -5000 credit point level; and

(e) of which a minimum of at least 6 six and a maximum of no more than 12 credit points must come from the open learning environment at -5000 level.

(4) The Masters portion of a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:

(a) a named specialisation that develops research ability in a discipline to a sufficient standard for admission to a Doctor of Philosophy;

(b) a research project of 24-26 credit points; and

(c) advanced coursework developing knowledge and research skills in the discipline of the specialisation at or above -4000 level.

Note: For further discussion of levels, see the Learning and Teaching Policy 2015.
91C Award course requirements for Professional or Specialist vertically-integrated Bachelor and Masters degrees

(1) The award course resolutions for a Professional or Specialist vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:

(a) a total of 216 credit points;
(b) 72 credit points from the Master of Advanced Studies (discipline) degree, including:
   (i) a project of 12-36 credit points;
   (ii) a minimum of 72 credit points at or above -4000 level; and
   (iii) a minimum of 36 credit points at or above -5000 level;

(iv) of which a minimum of at least 6 six and a maximum of no more than 12 credit points must come from the open learning environment at -5000 level.

(2) The award course resolutions for a Professional or Specialist vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:

(a) a total of 240 credit points;
(b) 48 credit points from the Master of Advanced Studies (discipline) degree, including:
   (i) a project of 12-36 credit points;
   (ii) a minimum of 48 credit points at or above – 4000 level; and
   (iii) a minimum of 36 credit points at or above – 5000 level;

(iv) of which a minimum of at least 6 six and no more than a maximum of 12 credit points must come from the open learning environment at -5000 level.

Note: For further discussion of levels, see the Learning and Teaching Policy 2015.

PART 18 AWARDS

Note: An Undergraduate Diploma may be awarded at one of four grades: pass, pass with merit, pass with distinction, pass with high distinction.

A Bachelor degree may be awarded at one of two grades: pass, or pass with honours.

Degrees of Master by coursework may be conferred, and Graduate Diplomas and Graduate Certificates may be awarded, only at a pass grade.

See clause 6.1 of the Coursework Rule.
92 Transcripts and testamurs

(1) A student who has completed an award course or a unit of study at the University will receive an academic transcript or graduation statement upon application and payment of any required fees.

Note: For information on the circumstances in which the University will apply sanctions for unpaid debts, see the Student Debtor Sanctions Policy 2014.

(2) A student who has completed the course requirements for an award course will receive a testamur and a graduation statement.

(3) Testamurs and transcripts will provide the information specified in the Learning and Teaching Policy 2015 and the Learning and Teaching Procedures 2016. A testamur will state:

(4) any major body of study including, where relevant, majors, streams or specialisations completed by the graduate;

(5) for a graduate of a Bachelor degree course with appended honours:

(6) the honours grade awarded; and

(7) the subject area(s) of each honours course completed by the graduate;

(8) 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 or program director, an Associate Dean may admit a student to an appended honours course, if the student has:

(a) met the requirements for a pass degree in the course;

(b) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate study (excluding any 1000-level units if the course is available on a full-time basis to high school graduates); and

(c) met any additional requirements set by the faculty resolutions or award course resolutions for admission to honours in the course.

(2) On the recommendation of the relevant Head of Department, 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
        award course resolutions; or

(b) from the commencement of the award course if:
   (i) the Academic Board has approved the award course as one that
       meets the learning outcomes of an AQF Level 8 honours qualification;
       and
   (ii) the award course resolutions incorporate explicit requirements for
        completion of the award course that are consistent with the awarding
        of honours as prescribed in this Policy.

(3) On the recommendation of the relevant Heads of Departments, Schools or program directors of faculties that offer and administer the proposed honours courses, an Associate Dean may admit a student to honours or double honours in a combined degree with the Bachelor of Advanced Studies if the student has:

(a) completed:
   (i) 144 credit points in the combined degree program;
   (ii) a Liberal Studies undergraduate degree program at the University; or
   (iii) a program of study deemed by the relevant Heads of Departments, Schools or program directors to be the equivalent of such study;

(b) achieved a weighted average mark of at least 65, as specified in the award course resolutions, in the first three years (144 credit points) of the combined degree;

(c) completed:
   (i) requirements for a major in the intended area of honours specialisations; or
   (ii) study of equivalent depth in the intended area as set out in the award course resolutions; and

(d) met any additional requirements for admission to the honours courses set by the faculty or school and approved by the Academic Board.

(4) A student who is enrolled in an appended honours course:

(a) may not graduate with the pass degree; and

(b) may not enrol part-time
   except in accordance with the award course resolutions.

(5) A student who fails or discontinues an appended honours year may not re-enrol in it, except with the approval of the Associate Dean.
94 Principles for the award of honours

The principles for the University’s offering degrees with honours are:

(a) the award of honours is reserved to indicate special proficiency;

(b) the University offers courses leading to a degree with honours to provide research training opportunities to students who demonstrate special proficiency and the ability to undertake further study and research within a discipline;

(c) a course leading to a degree with honours is intended to attract and stimulate students of high ability;

(d) honours awards are in classes, to recognise and reward outstanding academic ability;

(e) an honours course:
   (i) will provide the foundations of research training within the relevant discipline; and
   (ii) will have an identifiable, discipline-specific individual research, scholarly or creative component that is allocated at least 12 credit points; and

(f) the assessment tasks for research units of study will comprise, at least in part, a dissertation.

95 Qualifying for an award with honours

(1) To qualify for an award with honours, a student must meet the requirements set out in the faculty resolutions and award course resolutions.

(2) The award of a degree with honours, and the grade of honours awarded, will be assessed and calculated according to two mechanisms:

   (a) for appended honours and for honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies - by an honours mark; or

   (b) for integrated honours - by a grade average calculated across at least 48 credit points of study.

(3) Each faculty will publish the grading systems and criteria for the award of honours in that faculty.

96 Determining honours awards for appended honours and integrated honours (using a 48+ credit point average)

(1) This clause applies to:

   (a) an appended honours course; and

   (b) an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using a mark calculated across units of study attracting at least 48 credit points but less than 96 credit points.
(2) A student who achieves a mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) A student who achieves a mark of less than 65 is not awarded honours.

97 Determining honours awards for integrated honours (using a 96+ credit point average)

(1) This clause applies to an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using an honours mark calculated across units of study that together have at least 96 credit points.

(2) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>50 ≤ honours mark &lt; 65</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) The award 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 may be awarded Third Class honours where this has been specified as available under the course resolutions.

97A Determining honours awards on the basis of an embedded honours component in a combined degree with the Bachelor of Advanced Studies

(1) This clause applies to honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies.

(2) Where a student is undertaking a combined degree with the Bachelor of Advanced Studies, the student may be awarded the combined degree with honours on the
basis of completion of an honours component embedded within the combined degree.

(3) The requirements for embedded honours in a combined degree with the Bachelor of Advanced Studies will be specified in the combined award course resolutions, and will require the completion of an honours component comprising:

(a) 36–48 credit points of 4000-level work at honours level, including an honours research project of 12–36 credit points included in the 4000-level work; and

(b) honours coursework of 12-36 credit points.

(4) A student may be awarded double honours in a combined degree with the Bachelor of Advanced Studies on completion of a second honours component.

(5) The requirements for double honours in a combined degree with the Bachelor of Advanced Studies will be the completion of:

(a) 36-48 credit points as set out in subclause 97A(3); and

(b) the requirements for the combined degree as set out in the award course resolutions.

(6) The honours mark will be:

(a) calculated according to a method specified in the faculty or school resolutions of the faculty or school offering the honours course; and

(b) based on results from 36-48 credit points of work as specified in subclause 97A(3).

(7) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$80 \leq \text{honours mark} \leq 100$</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>
<tr>
<td>4</td>
<td>$65 \leq \text{honours mark} &lt; 70$</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(8) A student who achieves a mark of less than 65 is not awarded honours.

(9) The honours mark for a student in a combined degree with the Bachelor of Advanced Studies will be determined by the faculty that administers the honours course in the discipline in which it is taken. The faculty administering the student’s candidature will award honours on the basis of the mark determined by the faculty administering the honours course.

(10) Where a student enrolled in a combined degree with the Bachelor of Advanced Studies is admitted to and completes honours requirements, the name of the honours component would replace the major indicated in brackets next to the appropriate degree in the nomenclature for the combined degree.

(a) Where the completed honours component is normally available in the partner degree to the Bachelor of Advanced Studies the nomenclature for the combined award should indicate the honours component in brackets attached to the partner degree as in the following example: Bachelor of
Science (Mathematics Honours)/Bachelor of Advanced Studies (Philosophy).

(b) Where the completed honours component is not normally available in the partner degree to the Bachelor of Advanced Studies, the nomenclature for the combined award should indicate the honours component in brackets attached to the Bachelor of Advanced Studies as in the following example: Bachelor of Science (Mathematics)/Bachelor of Advanced Studies (Philosophy Honours).

(c) Where double honours is completed, the nomenclature for the combined award should indicate the honours component in brackets attached to both awards as in the following example: Bachelor of Science (Mathematics Honours)/Bachelor of Advanced Studies (Philosophy Honours).

PART 20 UNIVERSITY MEDALS

98 Qualifying for a University Medal

A student who has qualified for a Bachelor degree with honours with an outstanding academic record throughout the award course may be eligible for the award of a University Medal.

99 Awarding University Medals

(1) Faculties may signal outstanding achievement in a Bachelor degree course with honours by awarding a University Medal to one or more students.

(2) Faculties will discuss and determine the normal minimum levels of academic performance required for the award of a University Medal, using broadly comparable University-wide criteria approved by the Academic Board.

(3) Honours students entering the University with advanced standing will be assessed for University Medals in the same way as students undertaking their entire award course within the University.

(4) In the case of students who have completed the requirements for honours as an embedded component in a combined degree with the Bachelor of Advanced Studies:

(a) the faculty offering the embedded honours component may recommend to the Board of Interdisciplinary Studies that a University Medal be awarded to a student, after considering the student’s honours mark and academic record for the entire combined award;

(b) the Board of Interdisciplinary Studies will consider all University Medal recommendations for students in a combined award with the Bachelor of Advanced Studies and make recommendations to the relevant administering faculties for candidates for the combined award; and

(c) the administering faculties for candidates for the combined award will award the University Medal according to the recommendation of the Board of Interdisciplinary Studies.
PART 21  TERMINATION OF CANDIDATURE

100  Failure to complete within time limits

The candidature of a student who has not completed the course requirements for an award course within the period prescribed under clause 4.2 of the Coursework Rule, is by force of this clause, automatically terminated at the end of that period.

Note: The candidature of a student who discontinues his or her enrolment in a course during his or her first year of enrolment in the course, without prior permission from the Dean to re-enrol, is automatically terminated in accordance with subclause 56(3) of this Policy.

Note: The candidature of a student who does not enrol for any unit of study for two consecutive semesters is automatically terminated in accordance with subclause 58(3) of this Policy.

101  Termination of candidature where disqualifying circumstances exist

(1) Subject to this clause, the Registrar may terminate the candidature of a student if one or more of the following disqualifying circumstances exist:

(a) the student, or someone acting on the student’s behalf, made a material misrepresentation in applying for admission to an award course;

(b) the student failed to disclose to the University a fact or circumstance material to its decision to admit the person to an award course; or

(c) the student was admitted to an award course on the basis of a degree, diploma or certificate obtained wholly or partly by fraud, academic misconduct or other dishonesty.

(2) Before terminating the candidature of a student in accordance with this clause, the Registrar must give the student written notice of the proposed termination of candidature.

(3) The notice must:

(a) set out the basis on which it is proposed that the student’s candidature be terminated;

(b) inform the student that he or she may make written submissions to the Registrar on the proposed termination of candidature, and by when to make such submissions;

(c) inform the student that the Registrar will determine, after considering any submissions from the student, whether to terminate the student’s candidature.

(4) The period for making submissions under subclause (3) must be at least 20 working days.

(5) The Registrar will:

(a) consider the student’s submissions within 10 working days of receiving them; and
(b) take all reasonable measures to finalise the process as soon as practicable.

(6) If the Registrar is satisfied, after considering any submissions made by the student, that:

(a) the disqualifying circumstances specified in the notice exist; and

(b) because of those disqualifying circumstances the student's candidature in the award course should be terminated;

the Registrar will terminate the student's candidature in the award course.

(7) The Registrar will notify the student of the decision in writing, including reasons, as soon as possible after it is made.

(8) If the Registrar terminates the candidature of a student in accordance with this clause:

(a) any liability of the student to pay fees or charges to the University is not affected in relation to the course; and

(b) the student is not entitled to a refund, repayment or set off of any fee or other amount paid in relation to the course; and

(c) the student will not be eligible for admission to any course at the University for a period of three years from the date of termination of candidature.

**Note:** A decision made by the Registrar in accordance with this clause is not an 'academic decision' and cannot be appealed to the Student Appeals Body in accordance with the [University of Sydney (Student Appeals against Academic Decisions) Rule 2006](https://www.unisys.edu.au/policies-and-procedures/university-of-sydney-student-appeals-body-rules#section-6).

### 102 Rescissions, replacements and transitional arrangements

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

(a) Admission: Advanced Standing, Credit and Exemption Policy, which commenced on 15 April 1998;

(b) Admission to Undergraduate Courses Policy, which commenced on 16 October 2002;

(c) Assessment Policy 2011, which commenced on 9 November 2011;

(d) Academic Board Policy on Awards with Honours, which commenced on 13 August 2003;

(e) Postgraduate English Language Requirements Policy, which commenced on 24 August 2011; and

(f) Student Academic Progression Policy, which commenced on 13 December 2006.

(2) A reference in any course resolution, faculty resolution or policy to any document rescinded by this policy should be construed as a reference to this policy.

(3) Clauses 83A, 83B and 83C apply to

(a) all new courses approved after 25 July 2016; and

(b) all other courses from 1 January 2018.
SCHEDULE 1

Common Result Grades

(1) The Academic Board has adopted a set of grades that are common to all undergraduate and postgraduate courses that award merit grades for coursework, as set out in the following table.

(2) Learning outcomes for units of study are reported in one of two ways:
   (a) by grade and mark: the mark and grade must correspond as indicated in the Schedule below;
   (b) by grade only: the grade should be either Satisfied Requirements (SR) or Failed Requirements (FR).

(3) Learning outcomes for a unit of study must be reported in the same way for all students enrolled in the unit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
<th>Use</th>
<th>Use in WAM</th>
<th>Impact on Progression/at risk status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF</td>
<td>Range from 0 to 49</td>
<td>To be awarded to students who fail to demonstrate the learning outcomes for the unit at an acceptable standard through failure to submit or attend compulsory assessment tasks or to attend classes to the required level. In cases where a student receives some marks but fails the unit through failure to attend or submit a compulsory task, the mark entered shall be the marks awarded by the faculty up to a maximum of 49. This grade should not be used in cases where a student attempts all assessment tasks but fails to achieve a mandated minimum standard in one or more task. In such cases a Fail (FA) grade and a mark less than 50 should be awarded.</td>
<td>Included in WAM</td>
<td>To Count as Fail</td>
</tr>
<tr>
<td>#</td>
<td>Code</td>
<td>Description</td>
<td>Range</td>
<td>Details</td>
<td>Included/WAM</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>-------------</td>
<td>-------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>2</td>
<td>CA</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>
</tr>
<tr>
<td>3</td>
<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>
</tr>
<tr>
<td>4</td>
<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>
</tr>
<tr>
<td>5</td>
<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>
</tr>
<tr>
<td>6</td>
<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>
</tr>
<tr>
<td>7</td>
<td>DI</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>
</tr>
<tr>
<td>8</td>
<td>DC</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 14(13)(a)(v) of the Assessment Procedures 2011).</td>
<td>Not included in WAM</td>
</tr>
<tr>
<td>Item</td>
<td>Code</td>
<td>Mark Description</td>
<td>Range</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>------</td>
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<td>-----------------</td>
<td>-------</td>
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<td></td>
</tr>
<tr>
<td>9</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>
<td>Included in WAM</td>
</tr>
<tr>
<td>10</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>
<td>Not included in WAM</td>
</tr>
<tr>
<td>11</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>
<td>Included in WAM</td>
</tr>
<tr>
<td>12</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>
<td>Included in WAM</td>
</tr>
<tr>
<td>13</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>
<td>Not included in WAM</td>
</tr>
<tr>
<td>14</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>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Grade</td>
<td>Description</td>
<td>Notes</td>
<td></td>
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<tr>
<td>15</td>
<td>PS</td>
<td>Pass</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included</td>
<td>To count as pass</td>
</tr>
<tr>
<td>16</td>
<td>SA*</td>
<td>Satisfied Requirements (Aegrotat)</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. No mark is awarded with this grade. May only be awarded by a Dean.</td>
<td>Not included</td>
<td>To count as pass</td>
</tr>
<tr>
<td>17</td>
<td>RI</td>
<td>Result incomplete</td>
<td>This is a temporary result which is used in cases where a result will remain incomplete for longer periods than allowed for the IC result, for example, in Honours programs that run overtime, or for exchange students.</td>
<td>Not included</td>
<td>Not included</td>
</tr>
<tr>
<td>18</td>
<td>SR*</td>
<td>Satisfied requirements</td>
<td>To be awarded in units of study where student achievement is measured as a pass or fail only without a mark to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Not included</td>
<td>To count as pass</td>
</tr>
<tr>
<td>19</td>
<td>UC</td>
<td>Unit of Study Continuing</td>
<td>Used at the end of a semester for units of study which have been approved to extend into a following Semester. This will automatically flag that no final result is required until the end of the last Semester of the unit of study.</td>
<td>Not included</td>
<td>Progression status to be assessed at the last semester of the unit of study</td>
</tr>
<tr>
<td>20</td>
<td>WD</td>
<td>Withdrawn</td>
<td>Not recorded on external transcript. This is the result that is used where a student applies to discontinue a unit of study by the published Census Date.</td>
<td>Not included</td>
<td>No impact on progression</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 them to function and solve advanced problems within a profession or discipline under supervision and with autonomy;
(b) a very high level of proficiency in the methods, techniques and subject matter appropriate to the field or fields studied;
(c) a very high level of skill in the interpretation of results, data and appropriate information sources;
(d) a high degree of sophistication in critical analysis and self-evaluation;
(e) outstanding written and oral expression, organisation, format and documentation;
(f) where relevant, highly innovative, creative and imaginative thinking; and
(g) a very high level of cognitive and technical skills to carry out a research project with considerable independence.

(3) Application of knowledge and skills: A student who receives First Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) significant independence in thinking and motivation;
(b) significant evidence of originality and insight;
(c) comprehensive critical analysis and synthesis at an advanced level;
(d) a skilful treatment and analysis of unexpected outcomes or inconsistent results, and/or recognition of some limitation of the methodology, if relevant; and
(e) a well-developed logical approach to designing appropriate research strategies.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.
4 Second Class Honours, Division I

(1) Knowledge: A student who receives Second Class Honours, Division I, will have advanced knowledge in the discipline of study and sound knowledge of the research principles and methodologies appropriate to the field of study.

(2) Skills: A student who receives Second Class Honours, Division I, will demonstrate:
   (a) advanced or professional skills that equip him or her to function and solve problems within a profession or discipline under supervision and with independence;
   (b) a high level of proficiency in the methods, techniques and subject matter of the field studied;
   (c) a high level of cognitive skills to interpret results, data and other information sources;
   (d) mastery of the modes of expression appropriate to the field of study, enabling fluent and succinct presentation of knowledge; and
   (e) technical skills to plan a solid research project under supervision and execute it with some independence.

(3) Application of knowledge and skills: A student who receives Second Class Honours, Division I, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:
   (a) design and plan a solid piece of research and scholarship;
   (b) critically evaluate and synthesise material; and
   (c) contextualize his or her work within the broader discipline of study.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and pursue independent research at postgraduate level.

5 Second Class Honours, Division II

(1) Knowledge: A student who receives Second Class Honours, Division II will have advanced knowledge of an area of, or a problem in, a discipline in sufficient depth to understand the range of scope of a defined topic, have a broad grasp of its theoretical underpinnings and understand the general range of principal issues facing that area of the discipline.

(2) Skills: A student who receives Second Class Honours, Division II will demonstrate:
   (a) advanced or professional skills that equip him or her to understand problems within a profession or discipline under supervision and with some independence;
   (b) a broad understanding of the methods, techniques and subject matter of the field studied and some proficiency;
   (c) advanced cognitive skills to understand the interpretation of results and data and the ability to apply this understanding with supervision;
   (d) effective skills in the modes of expression appropriate to the field of study; and
(e) technical skills to contribute to the planning of a research project and to execute it with direct supervision.

(3) Application of knowledge and skills: A student who receives Second Class Honours, Division II, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision and have demonstrated some independence of thought and autonomy; and

(b) with the guidance of a supervisor, draw valid conclusions based on investigation, observation and/or experiment, and understand the scope and limitations of those conclusions.

(4) Graduates at this level will demonstrate the capacity to pursue further study and after further research training, demonstrate the potential for independent research.

6 Third Class Honours

(1) Knowledge: A student who receives Third Class Honours will have advanced knowledge of an area of a discipline and understand relevant theory.

(2) Skills: A student who receives Third Class Honours will have

(a) skills that equip him or her to understand problems;

(b) some understanding of the methods, techniques and subject matter of the field studied;

(c) cognitive skills to understand the interpretation of results and data with supervision;

(d) communication skills that are able to articulate a problem and an approach taken to its solution; and

(e) technical skills to participate in the planning and execution of a research project with direct supervision.

(3) Application of knowledge and skills: A student who receives Third Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision.

(b) with the guidance of a supervisor, graduates will be able to understand and draw conclusions based on investigation, observation and/or experiment.

(4) Graduates at this level, after undertaking further research training, will demonstrate the capacity to pursue further supervised study.

7 Fail

(1) A fail to achieve Honours indicates that the student has not demonstrated the learning outcomes for any of the classes of Honours available.

(2) Students who do not achieve Honours may be awarded a pass degree provided that they have demonstrated the learning outcomes for the degree.
NOTES
Coursework Policy 2014
Date adopted: 3 December 2014
Date amended: 18 September 2017 (administrative amendment)
Date registered: 17 December 2014
Date commenced: 18 December 2014
Administrator: Secretariat, Academic Board
Review date: 3 December 2019
Rescinded documents: Admission: Advanced Standing, Credit and Exemption Policy
Admission to Undergraduate Courses Policy
Assessment Policy 2011
Academic Board Policy on Awards with Honours
Postgraduate English Language Requirements Policy
Student Academic Progression Policy
Related documents: Australian Citizenship Act 2007 (Cth)
Disability Discrimination Act 1992 (Cth)
Education Act 1990 (NSW)
Education Services for Overseas Students Act 2000 (Cth)
University of Sydney Act 1989 (NSW)
Disability Standards for Education (Cth)
University of Sydney (Delegations of Authority - Academic Functions) Rule 2016
University of Sydney (Student Discipline) Rule 2016
University of Sydney (Coursework) Rule 2014
University of Sydney (Student Appeals against Academic Decisions) Rule 2006
Academic Honesty in Coursework Policy 2015
Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015
Learning and Teaching Policy 2015
## AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
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<tbody>
<tr>
<td>Various</td>
<td>Updated incorrect hyperlinks and numbering (administrative change only)</td>
<td>12 February 2015</td>
</tr>
<tr>
<td>92A</td>
<td>Clause added</td>
<td>16 February 2015</td>
</tr>
<tr>
<td>Note 4478 (Note)</td>
<td>Corrected reference to incorrect clause</td>
<td>16 February 2015</td>
</tr>
<tr>
<td>39</td>
<td>Corrected to ensure compliance with <em>Education Services for Overseas Students Act 2000</em></td>
<td>13 April 2015</td>
</tr>
<tr>
<td>12A</td>
<td>Clause added</td>
<td>25 May 2015</td>
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<tr>
<td>Various</td>
<td>Correction of numbering errors (administrative change only)</td>
<td>12 June 2015</td>
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<tr>
<td>5, 10, 11, 12, 15, 25, 31, 34, 38, 44, 51, 77, 78</td>
<td>Amendments to a range of clauses as requested by Admissions and the Student Centre</td>
<td>1 July 2015</td>
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<tr>
<td>101</td>
<td>Amendment to align this clause with the ESOS National Code</td>
<td>16 September 2015</td>
</tr>
<tr>
<td>38</td>
<td>Amended to allow deferral by all applicants</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>5(1), 41 (Note-27), 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>
</tr>
<tr>
<td>5, 28(4), 68(1), Related documents</td>
<td>Amended references and hyperlinks to other documents</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>5, 66A</td>
<td>Addition of clause and definition for simple extensions</td>
<td>11 April 2016</td>
</tr>
<tr>
<td>38, 39, 43A, 57</td>
<td>Amendments to other clauses as requested by</td>
<td>11 April 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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| 60, 101,  
Schedule 1 | Admissions and the Student Centre                                         |            |
| 101 (8) (a),  
101 (8) (b) | Administrative amendment, correction of typographical amendment.          | 3 May 2016 |
| Various   | Correction of typographical errors and clause references (administrative amendments only). | 25 July 2016 |
| Notes     | Numbering of notes removed.                                               | 25 July 2016 |
| 6         | Definitions added: Bachelor of Advanced Studies; Bachelor degree; graduate qualities; Liberal Studies Bachelor degree; minor; open learning environment; undergraduate degree;  
Definitions deleted and replaced: department; program; program co-ordinator; stream; unit of study;  
Definitions deleted: graduate attributes; | 25 July 2016 |
| 8(a); 8(b);  
11(2);  
14(2);  
16(c);  
17(e);  
25(2);  
42(1);  
43(1);  
43B(1);  
44(6);  
44(7);  
45(4);  
47(1);  
47(4);  
47(6);  
48(2);  
51(1);  
55(2);  
57(3); 71;  
75(2);  
86(3);  
86(4);  
87(3);  
88(4);  
88(5);  
89(4);  
89(5);  
91(3);  
93(1);  
93(2);  
93(4);  
95(1); | References to course changed to award course. | 25 July 2016 |
<table>
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<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
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<tr>
<td>96(1); 97(1); 97(3).</td>
<td>References to graduate attributes changed to graduate qualities.</td>
<td>25 July 2016</td>
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<td>20(2); 65(2); 85(2)(c).</td>
<td>References to Dux Entry Scheme changed to Future Leaders Scheme.</td>
<td>25 July 2016</td>
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<tr>
<td>26A(1); 26A(2)</td>
<td>Subclause deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>26A(3)</td>
<td>Cross reference to clauses 42 and 43 deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>44(1)</td>
<td>Reference to Senate resolutions changed to award course resolutions.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Part 17 note</td>
<td>Note added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>83A; 83B; 83C</td>
<td>New clauses added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>93(3)</td>
<td>New subclause(3) added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>97A</td>
<td>New clause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>99(2)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>99(4)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>102(3)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
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<tr>
<td>97</td>
<td>Amendments related to the award of 3rd Class Honours</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>33</td>
<td>Deleted</td>
<td>1 January 2017</td>
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<tr>
<td>Schedule 1</td>
<td>Administrative amendment to remove reference to obsolete grades.</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>60(1)(b)</td>
<td>Administrative amendment to remove reference to graduate attributes and replace with reference to graduate qualities.</td>
<td>2 March 2017</td>
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<tr>
<td>Schedule 1</td>
<td>Administrative amendment – minor typographical error</td>
<td>18 July 2017</td>
</tr>
<tr>
<td>4(2); 21(3) note; Notes</td>
<td>Administrative amendment - updated references to University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</td>
<td>18 September 2017</td>
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<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>5(1)</td>
<td>Administrative amendment - updated hyperlink to <em>University of Sydney Act 1989</em></td>
<td>18 September 2017</td>
</tr>
<tr>
<td>21(9) note; 49(3)</td>
<td>Administrative amendment – updated hyperlink to Academic Board Standards website</td>
<td>18 September 2017</td>
</tr>
<tr>
<td>5(1)</td>
<td>Deleted reference to <em>University of Sydney By-law 1999 (as amended)</em></td>
<td>18 September 2017</td>
</tr>
<tr>
<td>26A(2)(a)</td>
<td>Administrative amendment – replacing “NSW” with “relevant state or territory”</td>
<td>18 September 2017</td>
</tr>
<tr>
<td>Notes</td>
<td>Administrative amendment – replaced “<em>University of Sydney By-law</em>” with <em>University of Sydney (Student Discipline) Rule 2016</em></td>
<td>18 September 2017</td>
</tr>
</tbody>
</table>
Recommmendation

That the Graduate Studies Committee recommend that the Academic Board
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Information Technology and Master of Information Technology Management; and
(2) approve the amendment of course resolutions and unit of study tables arising from this proposal, with immediate effect.

Executive Summary

The Graduate Diploma in Computing provides a pathway for non-IT graduates into the professional level Masters degrees, the Master of IT and the Master of IT Management. From 2018 the pathway for non-IT graduates to the MIT or MITM or MIT/MITM will be to complete the 48 credit point GDC then undertake the MIT or MITM or MIT/MITM with 24 credit points of credit, for a total of 96 credit points over 2 years (MIT or MITM), or 120 credit points over 2.5 years (MIT/MITM).

In order to effect the proposed change, the Course Resolutions of the MIT and MITM were amended to allow 24 credit points of credit to be granted from the GDC, approved by Academic Board 10 October 2017. The equivalent resolution change is required for the combined MIT/MITM.

Attachments

Attachment 1: Minor course amendment
Master of Information Technology / Master of Information Technology Management

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1INF1TM</td>
<td>Master of Information Technology / Master of Information Technology Management</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master’s type

The master’s degree in these resolutions is a professional master’s course, as defined by the Coursework Rule.

4 Admission to candidature

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

2 Admission to the Master of Information Technology / Master of Information Technology Management requires:

(a) a Bachelor’s degree or higher award in Information Technology from the University of Sydney with at least a credit average, or qualifications deemed by the School of Information Technologies to be equivalent in any aspect of Information Technology; or

(b) a Bachelor’s degree or higher award in Engineering from the University of Sydney with at least a credit average and a major sequence of study in Computer Engineering, Software Engineering or Telecommunications Engineering, or qualifications deemed by the School of Information Technologies to be equivalent; or

(c) completion of the requirements of the Graduate Certificate or Graduate Diploma in Information Technology or Information Technology Management from the University of Sydney with at least a credit average.

3 If a candidate does not have a credit average within the qualifications listed above, they may be admitted to the Graduate Certificate of Information Technology or Information Technology Management subject to the discretion of the Dean or nominee.

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

5 Requirements for award

1 The units of study that may be taken for these awards are set out in the table of units of study: Master of Information Technology / Master of Information Technology Management.

2 To qualify for the Master of Information Technology / Master of Information Technology Management a candidate must complete 96 credit points units of study as specified in the degree table including:

(a) for the Professional Pathway:

(i) 24 credit points of the Core units of study; and

(ii) a minimum of 24 credit points of the MIT Specialist units of study; and

(iii) a minimum of 24 credit points of the MITM Specialist units of study; and

(iv) a minimum of 12 credit points of the Foundation units of study; and

(v) a maximum of 12 credit points of the Research Pathway units of study.

(b) for the Research Pathway:

(i) a minimum of 24 credit points of the Core units of study; and

(ii) a minimum of 24 credit points of the Master of Information Technology Specialist units of study; and

(iii) a minimum of 24 credit points of the Master of Information Technology Management Specialist units of study; and

(iv) a minimum of 24 credit points of the Research Pathway units of study; and

(v) a maximum of 12 credit points of the Foundation units of study; and

(vi) no credit points from the Professional Pathway Project units of study.

(c) If a reduction in the volume of learning is given then the candidate is able to apply for an exemption on some course requirements, if evidence can be provided of prior learning (subject to assessment by the Academic Director). The candidate will then be required to complete the required volume of learning based on the remaining course requirements.

6 Majors for the Master of Information Technology / Master of Information Technology Management

1 Completion of a major is an optional requirement of the Master of Information Technology / Master of Information Technology Management. A major requires the completion of all core units of study as prescribed by the faculty and at least 18 credit points chosen from the Specialist units of study listed in the table for the defined major. The majors available are:

(a) Digital Media Technology

(b) Data Management and Analytics

(c) Biomedical and Health Informatics

(d) Networks and Distributed Systems

(e) Software Engineering
(f) IT Security
(2) Students who choose the Research Pathway will be required to choose a project undertaken in an area related to the major. Students in this pathway will only require 12 credit points from the Specialist units of study for the defined major.
(3) Students who choose not to complete a major as defined by the table of units of study: Master of Information Technology / Master of Information Technology Management will be eligible for the award of a non-major.

7 Progression rules

(1) A candidate for the Master of Information Technology / Master of Information Technology Management must complete 24 credit points from Core, Specialist or Foundation units of study before taking any Information Technology Project units. Admission to project units of study is subject to availability of supervision and to the approval of the Dean or nominee.

(2) Where permission from the Dean or nominee, a candidate for the Master of Information Technology / Master of Information Technology Management who completed 24 credit points from Core, Specialist or Foundation units of study with at least Distinction average marks may take Research Path units.

8 Suspension of candidature

A student may seek written permission from the Dean to suspend candidature in the course. Suspension may be granted for a maximum of one year.

9 Cross-institutional study

Cross-institutional study is not available in these courses except where the University of Sydney has a formal cooperation agreement with another university.

10 Course transfer

(1) A candidate for the Master of Information Technology / Master of Information Technology Management may elect to discontinue study in the combined degree and graduate with:
(a) the Master of Information Technology or with a shorter award from the embedded sequence detailed in the course resolutions for the single degree, with the approval of the Dean in accordance with the resolutions governing that degree and provided the requirements of the shorter award have been met or;
(b) the Master of Information Technology Management alone or with a shorter award from the embedded sequence detailed in the course resolutions for the single degree, with the approval of the Dean in accordance with the resolutions governing that degree and provided the requirements of the shorter award have been met.

(2) Completion of the Master of Information Technology / Master of Information Technology Management in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

11 Credit for previous study (for non-conferred qualifications only)

The following Coursework Rules (for non-conferred qualifications) replace the Faculty Coursework Rules for "Credit for previous study" within the "Resolutions of the Faculty (of Engineering and Information Technologies)" for the Master of Information Technology / Master of Information Technology Management:

(a) where postgraduate study has been undertaken at the University of Sydney in one of the embedded courses of the Master of Information Technology or Master of Information Technology Management and no award has been conferred, credit may be transferred in full (subject to credit limits in the table of units of study: Master of Information Technology / Master of Information Technology Management), provided the study has been undertaken within the previous three years and subject to approval of the Academic Director. In addition, a credit transfer for the purposes of a course upgrade will require either:
(i) fulfilment of the admission requirements for the "Admission to Candidature" for the Master of Information Technology / Master of Information Technology Management including at least a credit average from the prior qualification used for admission; or
(ii) completion of a minimum of 24 credit points of the currently enrolled course with at least a credit average; or

(b) A candidate for the Graduate Diploma in Computing may transfer to the Master of Information Technology / Master of Information Technology Management upon completion of a minimum of 24 credit points with a credit average, subject to the approval of the Academic Director, with the following conditions:

(i) credit may not be transferred from the first 24 credit points of study of the Graduate Diploma in Computing;
(ii) credit after the first 24 credit points in the Graduate Diploma in Computing may be transferred in full (subject to credit limits in the table of units of study: Master of Information Technology / Master of Information Technology Management); or

(iii) the study has been undertaken within the previous three years;

(iv) no award has been conferred.

(b) where study not covered in (a) or (b) above has been undertaken at postgraduate level and no award has been conferred, credit to a maximum of 50% of the prescribed credit points may be transferred to the Master of Information Technology / Master of Information Technology Management, provided:
(i) the study has been undertaken at the University of Sydney, or at an external institution recognised by the University of Sydney, within the previous three years; and
(ii) the units of study have been completed at credit level or above; and
(iii) the units are equivalent to Core or Specialist units of study offered under the degree being taken, subject to approval of the Academic Director.

Credit will not be granted for recognised prior learning older than 10 years at the time of first enrolment.

12 Recognition for Prior Learning (for conferred qualifications only)

The following Coursework Rules (for conferred qualifications) replace the Faculty Coursework Rules for "Credit for previous study" within the "Resolutions of the Faculty (of Engineering and Information Technologies)" for the Master of Information Technology / Master of Information Technology Management:

(a) where study has been undertaken and an award has been conferred, candidates who are offered direct admission to the Master of Information Technology / Master of Information Technology Management may be eligible for a reduction in the volume of learning of up to 36 credit points provided that study for the conferred award has been undertaken at an external institution recognized by the University of Sydney, within the previous three years. Any reduction in the volume of learning is subject to the following guidelines and requires the approval of the Academic Director:

(i) the maximum permissible reduction in the volume of learning is 36 credit points for a master's degree at level 9 of the Australian Qualifications Framework in the discipline of Information Technology, as defined by the School of IT.

(ii) the maximum permissible reduction in the volume of learning is 24 credit points for a bachelor's degree with Honours at level 8 of the Australian Qualifications Framework in the discipline of Information Technology, as defined by the School of IT.

(iii) the maximum permissible reduction in the volume of learning is 24 credit points for a bachelor's degree with Honours at level 8 of the Australian Qualifications Framework in the discipline of Engineering, as defined by the School of IT, with a major sequence of study in Computer Engineering, Software Engineering or Telecommunications Engineering.
the maximum permissible reduction in the volume of learning is 24 credit points for a Graduate Diploma (at level 8 of the Australian Qualifications Framework) in the discipline of Information Technology, as defined by the School of Information Technologies.

The maximum permissible reduction in the volume of learning is 12 credit points for a four year Bachelor of Information Technology (pass) only at the University of Sydney (at level 7 of the Australian Qualifications Framework).

there is no reduction in the volume of learning available for a Graduate Certificate.

Suspension of Candidature

A student may seek written permission from the Dean to suspend candidature in the course. Suspension may be granted for a maximum of one year.

Satisfactory progress

Progression is subject to the Coursework Rule. A candidate who has failed to meet these progression rules will be transferred to either the Graduate Diploma or the Graduate Certificate in Information Technology or Information Technology Management, depending on the credit points successfully completed.

Time limit

A candidate for the Master of Information Technology / Master of Information Technology Management shall complete the requirements for the award in a minimum of three semesters and a maximum of sixteen semesters.

Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January, 2017 and students who commenced their candidature prior to 1 January, 2017 who elect to proceed under these resolutions.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Sue Ng</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Prof Joellen Riley, Head of School and Dean, The University of Sydney Law School</td>
</tr>
<tr>
<td>Paper title</td>
<td>Law HDR Minor Course Amendment Proposals</td>
</tr>
<tr>
<td>Purpose</td>
<td>To make minor course corrections and amendments to Law HDR degrees</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee recommends that Academic Board:
(1) approve the proposal from the Sydney Law School to amend the Doctor of Juridical Studies, Master of Criminology by Research and Master of Laws by Research degrees; and
(2) approve the amendment of course resolutions arising from the proposal; with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

The proposed amendments aim to fix minor errors and update course resolutions in line with the latest University rules and policies relating to HDR, and the School’s new organisational structure.
Doctor of Juridical Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the Coursework Rule), the Coursework Policy 2014, the Resolutions of the Faculty University of Sydney Law School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism, the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule), the Research Code of Conduct 2013 and the Research Data Management Policy 2014. The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPJURSTD-01</td>
<td>Doctor of Juridical Studies</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must hold or have completed the requirements for:
   (a) the degree of Bachelor of Laws with first or second class honours from the University of Sydney; or
   (b) the degree of Master of Laws by coursework with a minimum distinction average from the University of Sydney, including a research component equivalent to 25 percent of one year full time enrolment, completed at a level of attainment deemed appropriate by the Faculty Postgraduate Research Committee.

(2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Postgraduate Research Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Dean or Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Dean or Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty School:
   (a) satisfactory evidence of the applicant's eligibility for admission;
   (b) a proposed course of research and advanced study, approved by the Head of the Department Associate Dean in which the work is to be undertaken;
   (c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use; and
   (d) evidence of minimum English language requirements, where not demonstrated by academic qualifications.

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

4 Credit transfer

(1) The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that for coursework:
   (a) Up to 18 credit points of units of study completed for the degree of Master of Laws from the University of Sydney or up to 12 credit points completed in another Faculty of this University or at another university may be credited subject to the Resolutions of the University of Sydney Law School; and
   (b) the coursework should have been completed no more than six years prior to first enrolment in this degree.

Part 3: Candidature

5 Appointment of supervisor

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

6 Control of candidature

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

7 Location of candidature and attendance

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

23 October 2017 7:45:40 NOT ACADEMIC BOARD APPROVED
Part 4: Requirements

8 Degree requirements
(1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) complete the units of study LAWS6077 Legal Research 1, LAWS7001 Legal Research 2 and LAWS7002 Legal Research 3;
   (c) complete 18 credit points of Master of Laws by coursework units of study from the University of Sydney which relate to the thesis;
   (d) conduct research on the approved topic; and
   (e) write a thesis embodying the results of the research.

9 The thesis
(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will have an upper limit of 75,000 words including footnotes that may only be exceeded by no more than 15,000 words with the permission of the Associate Dean. Faculty Postgraduate Research Committee.

Part 5: Enrolment and progression

10 Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
(2) In the probationary period, other than in exceptional circumstances, to the satisfaction of the Faculty Postgraduate Research Committee, School Postgraduate Research Education Committee, each candidate must:
   (a) complete a specified research methods unit of study; meet any conditions set by the School Postgraduate Research Education Committee; and
   (b) develop and present a refined research proposal to the satisfaction of the Supervisor and Associate Dean; and
   (b) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates
The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance
The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

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

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

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

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

Part 6: Examination

17 Examination of the thesis
(1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, which are set out in the Thesis and Examination of Higher Degree by Research Policy 2015, except that:
   (a) three copies of the thesis shall be submitted by the candidate, together with three copies of the thesis summary of about 300 words in length; and
   (b) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University.

18 Award of the degree
The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2014 and students who commenced their candidature prior to 1 January, 2014 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2014 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Criminology (Research)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty of Law School (the University of Sydney) Student Appeals against Academic Decisions) Rule 2006 (as amended), and the Academic Board policies on Academic Dishonesty and Plagiarism, the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule), the Research Code of Conduct 2013 and the Research Data Management Policy 2014. The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>RMCRIMIN-01</td>
<td>Master of Criminology</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must hold or have completed the requirements for a bachelor's degree with first or second class honours from the University of Sydney.

(2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Postgraduate Research Committee School Postgraduate Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Dean or Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Dean or Associate Dean considers appropriate.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the Faculty School:
   (a) satisfactory evidence of the applicant's eligibility for admission;
   (b) a proposed course of research and advanced study, approved by the Associate Dean Head of the Department in which the work is to be undertaken;
   (c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use; and
   (d) evidence of minimum English language requirements, where not demonstrated by academic qualifications.

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

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

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

6 Control of candidature

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

7 Location of candidature and attendance

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

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) complete the unit of study LAWS6077 Legal Research 1;
   (c) conduct research on the approved topic; and
   (d) write a thesis embodying the results of the research.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
(2) The thesis will have an upper limit of 50,000 words including footnotes that may only be exceeded by no more than 10,000 words with the permission of the Faculty Postgraduate Research Committee Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation

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

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

(a) complete a specified research methods unit of study; meet any conditions set by the School Postgraduate Research Education Committee; and

(b) develop and present a refined research proposal to the satisfaction of the Supervisor and Associate Dean; and

(c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

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

12 Mode of attendance

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

13 Discontinuation of candidature

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

14 Suspension of candidature

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

15 Leave of absence

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

16 Progress

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

Part 6: Examination

17 Examination of the thesis

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

(a) three copies of the thesis shall be submitted by the candidate, together with three copies of the thesis summary of about 300 words in length;

(b) two examiners will be appointed by the School, at least one of whom shall be external to the University; and

(c) the Faculty Postgraduate Research Committee will act in place of the HDR Examinations Sub-Committee.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2012 and students who commenced their candidature prior to 1 January, 2012 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2012 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Laws (Research)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty University of Sydney (Law School), the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism, the University of Sydney (Higher Degree by Research) Rule 2011 (the HDR Rule), the Research Code of Conduct 2013 and the Research Data Management Policy 2014. The latest versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

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1 Course codes

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>RMLAWLAW</td>
<td>Master of Laws</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidacy by the Dean or Associate Dean, an applicant must hold or have completed the requirements for the degree of Bachelor of Laws with first or second class honours from the University of Sydney.

(2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Postgraduate Research Education Committee, are equivalent to those prescribed in sub-clause (1).

(3) The Dean or Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Dean or Associate Dean considers appropriate.

3 Application for admission to candidature

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

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

(b) a proposed course of research and advanced study, approved by the Head of the Department in which the work is to be undertaken; 

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

(d) evidence of minimum English language requirements, where not demonstrated by academic qualifications.

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

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Head of Department/Associate Dean will appoint a research supervisor and associate auxiliary supervisor for each candidate in accordance with the HDR Rule and the Supervision of Higher Degree by Research Students Policy 2013.

6 Control of candidature

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

7 Location of candidature and attendance

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

Part 4: Requirements

8 Degree requirements

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

(a) complete any specified probationary requirements;

(b) complete the unit of study LAWS6077 Legal Research 1;

(c) conduct research on the approved topic; and

(d) write a thesis embodying the results of the research.

9 The thesis

(1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
The thesis will have an upper limit of 50,000 words including footnotes that may only be exceeded by no more than 10,000 words with the permission of the Faculty Postgraduate Research Committee - Associate Dean. The word limit does not include appendices.

Part 5: Enrolment and progression

10 Probation

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

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

(a) complete a specified research methods unit of study; meet any conditions set by the School Postgraduate Research Education Committee; and

(b) develop and present a refined research proposal to the satisfaction of the Supervisor and Associate Dean; and

(c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

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

12 Mode of attendance

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

13 Discontinuation of candidature

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

14 Suspension of candidature

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

15 Leave of absence

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

16 Progress

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

Part 6: Examination

17 Examination of the thesis

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

(a) three copies of the thesis shall be submitted by the candidate, together with three copies of the thesis summary of about 300 words in length;

(b) two examiners will be appointed by the School, at least one of whom shall be external to the University; and

(c) the Faculty Postgraduate Research Committee will act in place of the PhD Award Sub-Committee.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2012 and students who commenced their candidature prior to 1 January, 2012 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2012 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Nina Koutts, Senior Planning Analyst, Planning and Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Kubra Chambers, Director, Institutional Analytics and Planning</td>
</tr>
<tr>
<td>Paper title</td>
<td>Master of International Public Health</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this document is to provide the committee with a summary of issues relating to the development of this course and recommendations on further development.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Medicine to amend the Master of International Public Health and the Graduate Diploma in International Public Health (including renaming these award courses);

(2) recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Medicine; and

(3) approve the introduction of course resolutions and units of study arising from this proposal, with effect from 1 January 2019.

EXECUTIVE SUMMARY

The information below was presented to the CCPC at its meeting of 25 September 2017, and the proposal was endorsed for presentation to the University Executive meeting of 12 October 2017. The proposal was endorsed by the University Executive to proceed to the Academic Board for approval.

This faculty proposes to

1) rename the existing Master of International Public Health to the Master of Global Health,

2) extend the course duration from 48 to 72 credit points for award, and

3) revise and enhance course content and scope through the development of new units of study.

In addition, the Graduate Diploma in International Public Health would also be renamed, and extended from 36 to 48cp. The Graduate Diploma in Global Health would be an exit-only qualification.

The faculty advises that the name Global Health is more internationally relevant, and would better reflect the enhanced scope proposed for the course. It would also provide stronger differentiation from the Master of Public Health. The revised course would also be the only Master of Global Health in the local market.

The change of duration is intended to improve alignment with AQF standards, while also providing stronger learning outcomes for graduates that are not currently realized in the shorter program.

Intakes to the program are currently suspended for 2019 onwards, with last intakes into the existing MIPH in Semester 2 2018. The changes to the course duration will require a new CRICOS code. This may affect the timeframe for reopening the rebadged course to international applicants, and could have an impact on international recruitment for 2019.

Proposed fees for the Master of Global Health are consistent with 2017 fees for the faculty, placing them in the select pricing band under the 3S pricing strategy. The faculty notes that the addition of another semester will lead to an increased total course cost, and that this may have an impact on recruitment in the short term until the revised program can build its reputation. The faculty has proposed options to mitigate this impact, such as the introduction of faculty scholarships or provision of additional CSP places. As 2019 fees have not yet been finalized, IAP can work with the faculty to undertake a pricing review for the revised course if required.

IAP advises that additional CSPs are unlikely to be available. Under current CSP allocation arrangements (in place until 2018 pending change to a scholarship based approach to allocation), the increased length for the
Non-Confidential

degree would consume additional CSP load, and therefore reduce available CSPs for the course by one-third. Beyond 2018, the government's proposal to allocate PG CSPs via a scholarship system means that any future CSP places cannot be guaranteed. The faculty should review recruitment assumptions to ensure that the program is financially viable with or without CSPs.
Course management template

This submission relates to the following

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Name of course: **Master of Global Health (formerly Master of International Public Health)**

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<td>Sydney Medical School</td>
</tr>
<tr>
<td>Name of proponent</td>
<td>Associate Professor Joel Negin</td>
</tr>
<tr>
<td>Telephone</td>
<td>02 9036 9262</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Joel.negin@sydney.edu.au">Joel.negin@sydney.edu.au</a></td>
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Approved by the Academic Board, 3 December 2014
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**Abbreviations**

FPA = Financial Planning and Analysis  
MC = Marketing and Communications (Office of the Vice-Chancellor)  
PIO = Planning and Information Office (Provost and DVC)  
SRA = Student Recruitment and Admissions (DVC and Registrar)  
Y = Yes, please complete this section
PART 1: Strategy and marketing analysis

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

This proposal is to change the name of the Master of International Public Health (MiPH) program to a Master of Global Health (MGlobHlth) and to change from a 48 credit point (12-month) to a 72 credit point (18-month) degree. The name change is in recognition of the external trend away from using "international health" and toward the use of "global health".

The increase in credit points is proposed for three reasons: a) a pedagogical reason to improve the appropriateness and quality of global health education for our students; b) to ensure the degree clearly meets AQF requirements for a Level 9 degree; and 3) to position the new degree as a premium offering in an increasingly competitive local and national environment.

The MiPH at the University of Sydney has been a 48 credit point degree since its inception in 2001. The increasing scope of knowledge and skills required to have a reasonable grasp of the fundamentals of global health has meant that it is difficult for students to gain the necessary learning in 48 credit points. In addition, the AQF requirements strongly suggest a Masters degree should be at least 72 credit points and the vast majority of MiPH or MPH degrees in Australia (and elsewhere) are the equivalent of 72 credit points or more. In the past four years, ACU, UTS, Macquarie and WSU have all started MPH (or similar) degrees and it is imperative that the University of Sydney be positioned as a premium offering of the highest quality.

The name change from "international health" to "global health" will not only put the University in-line with usage trends around the world (see Figure below), but will also make this the first Master of Global Health in Australia and one of very few in the world. We want to recognise that the health impacts of issues such as climate change, urbanisation and population ageing affect both developed and developing countries. The name change also provides a greater distinction from the Master of Public Health.

![Google Trends search terms by peak popularity of "international health" versus "global health"]

The proposed 18-month MGlobHlth has a strong pedagogical basis but also directly reflects key aspects of the 2016-2020 Strategic Plan. In particular, the revised MGlobHlth will transform the learning experience for our academics and students and help to develop leadership within our graduates; embed University values in the students; provide more opportunity for experiential learning through field placements; and continue to break down institutional barriers in the delivery of the course and the way our graduates work in the community and around the world. The key reason for changing from a 12-month to an 18-month degree is to enhance the scope, content and delivery considered necessary for a top-quality education in global health. We will require students to take on advanced learning as well as provide greater opportunity for high-level outcomes such as completion of a thesis paper. This is consistent with the Strategic Plan’s focus on excellence in education arising from “…innovation, experimentation and iterative re-design, and that is alive to new developments in pedagogy and advances in knowledge.” There is also a strong emphasis in the course on cultural competence, in particular in terms of “…looking for, and understanding, the context of those engaged in, or affected by, our research and education.”

1.2 Summary of internal consultation with other faculties and business services units

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<td>E-mail</td>
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<tr>
<td>21 Feb 2017</td>
<td>Christopher Maunder (marketing)</td>
<td>E-mail</td>
<td>Appendix 8.2</td>
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1.3 Market Analysis (use this space, to a maximum one page)

1) We want to recognise that the health impacts of issues such as climate change, urbanisation and population ageing affect both developed and developing countries. Changing the name of the degree from international public health to “global health” will not only put the University in-line with trends around the world, but will also make this the first Master of Global Health in Australia and one of very few in the world. 2) As this is a revision of a current course which is 12 months full time, a full market analysis has not been done. However, Feedback from the Australia Awards Scholarship market shows the University of Sydney is currently losing students to the University of Melbourne and the University of New South Wales due to their longer duration of public health degrees. The majority of AAS scholars are looking at maximising their scholarship opportunities with courses longer than 12 months. 3) Pedagogically this 18 months course will improve the quality of global health education through innovative learning and teaching for our students; and position this degree as a premium offering in an increasingly competitive local and national environment.

The University’s Marketing and Communications group have been consulted and are supportive of the proposal. Chris Maunder, Marketing Manager for Health at the University has written in response to our discussions about the proposed change in an email received on 21/2/2017: “There is an increasingly competitive environment, with new degrees offered in the public health space by Macquarie, UTS, ACU. As such the School of Public Health has expressed a need to recast its flagship products as truly premium offerings. This approach would build on the School’s long history, nationally-leading research and unparalleled alumni and professional networks. It would act as a clear differentiator in the market. Applications and enrolments for the MPH and MIPH have been consistently strong over a long period of time and this demonstrates a clear desire in the market for the programs. The proposed variations will make the degrees AQF compliant and are in line with offerings from most competitors in Australia, which should make them even more attractive”.

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

The School of Public Health will continue to work closely with the Global Student Recruitment and Mobility unit to optimise the publicity of this course. GSRM will promote the new program via a variety of recruitment channels including but not limited to:

- Postgraduate Information Evenings
- Masterclass series
- Specialised online webinars
- International recruitment events in key markets
- Agent briefings
- SPH briefing to GSRM, Admissions, Contact Centre
- Sydney Courses
- Conferences

Name - Support from SPH will be key for representation and promotion of the program, for example at international events and possible industry engagement activities. It has been noted by GSRM and the International sponsorship team that the term “Public Health” is the term commonly used in Australia Award and Endeavour sponsor markets, therefore socialization of the new course name will be key for this audience and there is potential risk of negative impact to this audience during the transition.
Pricing - there is potential recruitment risk to extending to 18mo while maintaining higher course fees than competitors. This risk could be reduced by securing CSP and/or Faculty scholarship opportunities to support students while the new 18mo program is established in market and builds reputation.

While a short term negative impact on recruitment is forecast, it is seen as manageable and with time, the new badged degree and enhanced curriculum is expected to recover.

The recruitment strategy for this revised course will follow the University's marketing and recruitment strategy, through:

- Building and maintaining the University’s global brand and reputation. In the 2017 Academic Ranking of World Universities, Sydney School of Public Health was named number 1 in Australia and number 18 in the world. The School clearly already has a world-class reputation, and this revamping of one of the key courses within the School aims to enhance this reputation even further. We will continue to develop an integrated communications and recruitment plan to promote this ranking, and optimize key channels to communicate and engage more effectively with our target audiences.

- Fostering engagement and active support among priority stakeholders and key opinion leaders. These stakeholder groups include not only students who will undertake this course, but also engaging and responding to industry needs by producing aligning graduate attributes with workforce needs. Professional networks are key to success in launching the new streams to market. With the support of the School of Public Health we will plan, develop and leverage partnerships and sponsorships to optimize impact and return on investment and optimize key channels to provide engagement opportunities with key stakeholders.

*The Head of Recruitment (SRA) should sign on the front page, confirming that recruitment targets are achievable.

1.5 Marketing and communications strategy (use this space, to a maximum one page)

The University of Sydney’s marketing and communications strategy is structured around a series of major recruitment events, participation in postgraduate careers markets (national and international), pipeline conversion campaigns, masterclasses, industry engagement and marketing collateral to support successful in-market messaging of course attributes and tailored content through owned and media channels.

The proposed MIPH rebrand as Master of Global Health and extra credits will be included in the School’s 2018/2019 marketing strategy as a priority course, which in collaboration with Student Recruitment, will be supported by a dedicated campaign to position and promote the degree in the marketplace.

The name change will be clearly articulated and the benefits and USPs of the new degree will be highlighted in all marketing collateral, including:

- School of Public Health website
- Sydney Courses
- Social media channels (Twitter, Facebook, LinkedIn)
- Print collateral (PG guides, research brochures, flyers)
- Content in news channels and websites

The marketing strategy would be refined during the next stage, but would follow the principles of:

- Agreement on business objective and success measure
- Identify the target audience groups
- Analyse their media consumption habits and optimum channels to reach them (digital campaigns, events that establish thought-leadership, School and University recruitment events, international marketing; participation or sponsorship of key industry events, alumni channels, ensuring course details are easily discoverable on our channels);
- Create relevant, compelling content that foregrounds key customer benefits that make this degree different from others in market (enhanced employability, future proofing career, pathway to research) with clear calls to action

1.6 Domestic and international competitors (if applicable)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name of course offered by competitor</th>
<th>Domestic Fees/ EFTSL</th>
<th>International Fees/ EFTSL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie University</td>
<td>Master of Development Studies and Global Health</td>
<td>$24,720 annually</td>
<td>$30,740 annually</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>Master of Public Health (Global Health and Advocacy)</td>
<td>$19,655 annually</td>
<td>$21,000 annually</td>
</tr>
<tr>
<td>La Trobe University</td>
<td>Master of Public Health and Master of International Development</td>
<td>$21,500 annually</td>
<td></td>
</tr>
<tr>
<td>University of Queensland</td>
<td>Master of Public Health (Global Health)</td>
<td>$18,160</td>
<td>$30,176</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
1.7 Course(s) to be closed as a consequence of this proposal (use this space, to a maximum one page)

None.

PART 2: Financial viability analysis

With the support of Finance, modelling has been conducted on the likely financial impact of the move to 72CP. We calculated this for both the MPH and current MIPH and a screen shot from that modelling is pasted below. In sum, even if there is a 39% drop in student numbers, the overall revenue will be higher than in the current model. This assumes maintenance of current CSPs and assumes that a small number of students move into PhD programs due to exposure to the research component of the degree. We are confident that this minimum level can be met.

Figure 1. School of Public Health (MIPH and MPH) 2 vs 3 semester analysis

<table>
<thead>
<tr>
<th>School of Public Health (MIPH and MPH) 2 vs 3 semester Analysis</th>
<th>Variables - enter in green cells</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP/NECS</td>
<td>2 semester (48 CPs)</td>
</tr>
<tr>
<td>CSP/NECS</td>
<td>51.5</td>
</tr>
<tr>
<td>DFEE</td>
<td>206.5</td>
</tr>
<tr>
<td>IFEE</td>
<td>62.2</td>
</tr>
<tr>
<td>PhD - IFEE</td>
<td>2.0</td>
</tr>
<tr>
<td>PhD - Local (RBG)</td>
<td>0.0</td>
</tr>
<tr>
<td>Total (EFTSL)</td>
<td>342.2</td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
</tr>
<tr>
<td>CSP/NECS</td>
<td>$188,612</td>
</tr>
<tr>
<td>DFEE</td>
<td>$5,580,406</td>
</tr>
<tr>
<td>IFEE</td>
<td>$2,643,062</td>
</tr>
<tr>
<td>PhD - IFEE</td>
<td>$79,399</td>
</tr>
<tr>
<td>PhD - Local (RBG)</td>
<td>$159,183</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$9,253,109</td>
</tr>
</tbody>
</table>

PART 3: Course details

3.1 Course name: Master of Global Health
3.2 Course abbreviation: MGlobHlth
3.3 Start year: 2019
3.4 Name of award: Master of Global Health
3.5 Combined degree? Yes No
3.6 Combined type (if applicable) Option: Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions; Double means a program where students are permitted by participating faculties (and/or by specific Resolutions within a single award) to transfer between courses in order to complete two awards; Combined Level means a single program with a single set of course Resolutions leading to the award of two degrees at two different levels unless otherwise specified in the Resolutions
3.7 Honours offered? Yes No
3.11 Course AQF Level
Click the link to view approved accreditation criteria before nominating a Level
- Level 5: Diploma
- Level 6: Advanced diploma/Associate degree
- Level 7: Bachelor degree
- Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma
- Level 9: Masters degree (research, coursework and extended)
- Level 10: Doctoral degree

3.12 Short course description:
for the UAC Guide, Good Universities Guide
Global health emphasises a modern holistic approach to health in a global environment, ensuring students have the knowledge and skills to improve health and achieve equity in health for all people worldwide through understanding: determinants of disease, health systems and policy, social/cultural/ecological contexts, and inequities/inequalities within and between healthcare systems.

3.13 Full course description:
for Sydney Courses
Gain the skills and knowledge required to make a difference to health around the world with our Master of Global Health. Students will learn strategies to develop programs sensitive to local cultures and deliver transformative programs in any country setting.

Students will be taught by academics active within the global health community and have specialised experience working in a wide range of low- and middle-income countries and at global policy levels. With students enrolling from all over the world, individuals will be part of a cohort that allows shared experiences and peer-to-peer learning.

With the Master of Global Health program, students will have opportunity for international placements and enjoy flexible study that can be tailored to suit individual student needs.

Our graduates work in a range of international settings including the World Health Organization, Medecins San Frontieres and Oxfam, as well as bilateral aid agencies and ministries of health around the world.

The Master of Global Health is suitable for graduates in a related global health field or graduates in an unrelated field with two years’ work experience in health or international development. This program is offered face-to-face and can be completed fully online and may be completed full time or part time.

3.14 Australian Higher Education Statement (AHEGS)
Faculties determine the content of the following four sections of the Statement. Please define separate AHEGS for each award and any embedded award (if any) contained in your proposal

Detail
The Master of Global Health is a postgraduate coursework qualification, taught in English, requiring the accumulation of 72 credit points over 1.5 years of full-time study (or part-time equivalent: a normal full-time load is 24 credit points per semester). Admission is normally on the basis of a four-year degree, or shorter qualification and professional experience.

Outcomes
Graduates are highly trained in the key areas of global health: using evidence-based knowledge to inform decision making and developing appropriate actions to continually improve public health programs. Their knowledge of current research principles and methods allows them to evaluate data and incorporate this into their own practice or research. They are able to apply their knowledge and skills in a wide range of global health settings.

Features
The course structure requires the completion of a cohesive sequence of core units of study, supplemented by a range of electives and an advanced skill unit of study. All students complete a capstone unit that unites the themes of the whole course in a practical project.

3.15 Expected normal length of candidature:
<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Min: 1.5 years</th>
<th>Max: 1.5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part-time</td>
<td>Min: 2 years</td>
<td>Max: 6 years</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
3.28 Estimated commencing enrolments (match commencing enrolments with those in Part 2)

<table>
<thead>
<tr>
<th>Proposed enrolments in first three years of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Student Type</td>
</tr>
</tbody>
</table>

Description: Student services and amenities fee (3 semesters)
Cost: $450
### PART 4: Admission details

The following information will be used for internal and external publication and marketing purposes.

<table>
<thead>
<tr>
<th>4.1 Admission pathway:</th>
<th>☐ UAC ☒ Direct ☐ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Areas of study:</td>
<td>Global health, public health, international health</td>
</tr>
<tr>
<td>4.3 Assumed knowledge:</td>
<td>Yes, relevant degree and non-relevant degree plus 2 years work experience</td>
</tr>
<tr>
<td>4.4 Minimum education requirements:</td>
<td>Year 12 (senior secondary certificate) or equivalent ☐ Graduate Certificate ☐</td>
</tr>
<tr>
<td></td>
<td>Relevant employment or professional experience ☐ Graduate Diploma ☐</td>
</tr>
<tr>
<td></td>
<td>Bachelor’s (Pass) ☒ Master’s – advanced learning ☐</td>
</tr>
<tr>
<td></td>
<td>Bachelor’s (Hons) ☐ Master’s – professional ☐</td>
</tr>
<tr>
<td></td>
<td>Additional information: relevant Bachelor’s required OR 2 years work experience in international development or health Master’s – research ☐</td>
</tr>
<tr>
<td>4.5 Estimated or target minimum ATAR (for UG only):</td>
<td>2xxx (e.g. 2018)</td>
</tr>
<tr>
<td></td>
<td>2xxx (e.g. 2017) 2xxx (e.g. 2019)</td>
</tr>
<tr>
<td>4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):</td>
<td>None of the above</td>
</tr>
<tr>
<td>4.7 If the proposal is for a postgraduate award course, please indicate the application closing date:</td>
<td>For domestic students, closing date for applications is: 20/02/2019</td>
</tr>
<tr>
<td></td>
<td>For international students, closing date for applications is: 20/02/2019</td>
</tr>
<tr>
<td>4.8 Second semester admission:</td>
<td>☐ Yes ☒ No</td>
</tr>
<tr>
<td></td>
<td>Subject choice will be minimally restricted for semester 2 starters; there will be no increase in duration of course.</td>
</tr>
<tr>
<td>4.9 International student admission:</td>
<td>☐ Yes ☒ No</td>
</tr>
<tr>
<td></td>
<td>Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)? ☐ Yes ☒ No</td>
</tr>
<tr>
<td></td>
<td>Other international student entry requirements: Appropriate student visa</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

5.1 CRICOS Code: ✗ Application pending ☐ Not applicable

International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.

5.2 UAC Code: - ✗ Application pending ☐ Not applicable

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

PART 6: Academic purpose

6.1 Academic rationale

The purpose of this proposal is to change the name of the Master of International Public Health (MIntPH) program to a Master of Global Health (MGlobHlth) and to increase the degree from a 48-credit points (CP) to a 72CP degree.

The name change from “international health” to “global health” will not only put the University in line with usage trends around the world (see Figure 2 below), but will also make this the first Master of Global Health in Australia and one of very few in the world. The name change recognises that the health impacts of issues such as climate change, urbanisation and population ageing affect both developed and developing countries. The name change also provides a greater distinction from the Master of Public Health.

Figure 2. Google Trends search terms by peak popularity of “international health” versus “global health”.

The proposed 72CP MGlobHlth has a strong pedagogical basis and also directly reflects key aspects of the University’s 2016-2020 Strategic Plan. In particular, the revised MGlobHlth will transform the learning and teaching experience for our academics and students and help to develop leadership within our graduates; embed University values in the students; provide more opportunity for experiential learning through field placements; increase opportunities for students to conduct small research projects; and continue to break down institutional barriers in the delivery of the course and the way our graduates work in the community and around the world.

The key reason for changing from a 48CP to a 72CP degree is to enhance the scope, content and delivery considered necessary for a top-quality education in global health. We will require students to take on advanced learning as well as provide greater opportunity for high-level outcomes such as completion of a dissertation. This is consistent with the Strategic Plan’s focus on excellence in education arising from “…innovation, experimentation and iterative re-design, and that is alive to new developments in pedagogy and advances in knowledge.”. There is also a strong emphasis in the course on cultural competence, in particular in terms of “…looking for, and understanding, the context of those engaged in, or affected by, our research and education.”

The course exists in order to provide masters-level education for students with a relevant undergraduate degree and/or health or international development background with the knowledge, skills and abilities to work in any global health context in any country around the world. It exists to equip students with capabilities needed to work and

Approved by the Academic Board, 3 December 2014
contribute to improving health for people, principally in low and middle income countries, in a context of massive social, economic and environmental change.

6.2 Academic aims and objectives

1. To produce graduates who can successfully work in a global health context in any country, but particularly in a developing country setting, by:
   -- providing the knowledge and skills to work in global health
   -- prioritising cultural competence
   -- requiring practical application of the course content through a capstone unit of study

2. To produce graduates who think critically and meaningfully about global health issues and are able to communicate effectively to all stakeholders by:
   -- understanding key issues in global health and how they affect individuals and communities, particularly in developing countries

3. To provide an accessible curriculum that fosters both effective teamwork and independent leadership by:
   -- having inclusive and accessible application pre-requisites and a variety of teaching methods (e.g. face-to-face and online study, group work and tutorial facilitation)
   -- providing both group and individual assessment

6.3 Statement of learning outcomes
The MGlobHlth aims to produce graduates who can successfully work in a global health context in any country, but particularly in a developing country setting. Learning outcomes for our graduates include:

1. Understanding the causes of ill health and promotion of well-being and the effect of those causes by identifying:
   -- biomedical determinants of health
   -- social determinants of health
   -- ecological determinants of health
   -- inequities within health systems

2. Understanding the principles of health promotion and having skills in disease prevention and surveillance, and to be able to use these skills in settings with minimal, some or high resources by:
   -- introducing global issues and their potential solutions
   -- managing health projects

3. Having solid basic skills for working in global health plus an advanced-level skill in applied global health research, including:
   -- basic skills: epidemiology, biostatistics, qualitative and quantitative research methods, health economics, critical analysis of literature, written and oral communication, including advocacy and influencing
   -- advanced skill in one of the following: epidemiology, biostatistics, qualitative research methods, health economics, working in global health

4. Understanding the key health problems facing the world now and in the future through:
   -- identifying, in a global health context, the roles of ecological and environmental health, global change, disaster management, ageing populations, health policy, sustainability, nutrition
   -- role of technology, human resources and funding in health
   -- maintaining an emphasis on health issues in developing countries: how to prevent them and reduce their burden through reducing inequities

5. Practically applying their knowledge, skills and abilities learned throughout the course, demonstrating learning through a field placement, dissertation or capstone unit

The Graduate Diploma in Global Health aims to produce graduates who can successfully work in a global health context in any country, but particularly in a developing country setting. Learning outcomes include:

1. Understanding the causes of ill health and promotion of well-being and the effect of those causes by identifying:
   -- biomedical determinants of health
   -- social determinants of health
   -- ecological determinants of health
   -- inequities within health systems

2. Understanding the principles of health promotion and having skills in disease prevention and surveillance, and to be able to use these skills in settings with minimal, some or high resources by:
   -- introducing global issues and their potential solutions
   -- managing health projects

3. Having solid skills for working in global health in applied global health research, including:
   epidemiology, biostatistics, qualitative and quantitative research methods, health economics, critical analysis of literature, written and oral communication, including advocacy and influencing

4. Understanding the key health problems facing the world now and in the future through:
   -- identifying, in a global health context, the roles of ecological and environmental health, global change, disaster management, ageing populations, health policy, sustainability, nutrition
   -- role of technology, human resources and funding in health
   -- maintaining an emphasis on health issues in developing countries: how to prevent them and reduce their burden through reducing inequities

5. Practically applying their knowledge, skills and abilities learned throughout the course, demonstrating learning through a field placement or capstone unit

6.4 Statement of generic attributes

All graduates will have core knowledge of global health issues, basic skills for working in global health, and a specific (student-chosen) advanced skill for working in global health. Graduates will be effective, actively contributing members of teams and will also be able to lead and manage health projects. They will be able to think and problem solve as well as be able to communicate effectively about global health, including listening to local people and responding to their circumstances. Our graduates will be professionals who have strong cross-cultural skills. They will be prepared for future changes in global health and will have learnt and developed the perspectives, skills, capacity and awareness to adapt to these changes.
### 6.4.1 Research and Inquiry

Graduates will understand the basic tenets of research and the scientific method. They will be able to create and test a hypothesis with appropriate statistical methods. They will also have qualitative research skills. Graduates will be able to critically appraise research, and understand how to manage the scope of a research question and how it is able to fulfil objectives. Graduates may not all go on to be researchers; however, they will all be able to access research, interpret and analyse evidence (both academic and grey literature), and apply research. Critical thinking is a key component to this, and our graduates will be able to evaluate a global health situation to identify any problems, then be able to work toward an evidence-based solution to any problem. Graduates will be able to conduct a survey, run a focus group, and understand how to read an article describing a randomised trial, observational study or health survey. Graduates will be able to conceptualise issues and have lateral thinking skills as well as the ability to cultivate expertise from multiple stakeholders, particularly from developing countries.

Graduates will:
- a) Possess a body of knowledge relevant to their fields of study, and a firm grasp of the principles, practices, and boundaries of their discipline;
- b) Be able to acquire and evaluate new knowledge through independent research;
- c) Be able to identify, define, investigate, and solve problems;
- d) Think independently, analytically and creatively; and
- e) Exercise critical judgment and critical thinking to create new modes of understanding.

### 6.4.2 Information literacy

Graduates will be able to locate, curate and interpret scientific and grey literature, understand the hierarchy of evidence, interpret collected data, and understand that the way a question is asked can manipulate the results found. Graduates will understand what is meant by “evidence”, understand and be able to use information available, and understand what scientific credibility is and how it is obtained. In addition, graduates will have an understanding of digital literacy and mHealth. Graduates will be able to synthesise evidence and use evidence-based thinking and practice.

Graduates will:
- a) Recognise pertinent information needs;
- b) Use appropriate media, tools and methodologies to locate, access and use information;
- c) Critically evaluate the sources, values, validity and currency of information; and
- d) Use information in critical and creative thinking.

### 6.4.3 Personal and intellectual autonomy

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**Approved by the Academic Board, 3 December 2014**
Graduates will be well-rounded and able to speak the language of health from all sides of an issue. Graduates should have the confidence to know they are well-equipped for the global health workforce and are able to make impacts on communities. Graduates will be critical thinkers who have the ability and confidence to question authority when needed, not just accept what they are told. Graduates will be proactive and engaged learners who do not need much supervision. They will be able to tackle any problem they encounter and find answers independently.

Graduates will:
- a) Be independent learners who take responsibility for their own learning;
- b) Set appropriate goals for ongoing intellectual and professional development, and evaluate their own performance effectively;
- c) Be intellectually curious, open to new ideas, methods and ways of thinking, and able to sustain intellectual interest;
- d) Respond effectively to unfamiliar problems in unfamiliar contexts; and
- e) Work effectively in teams and other collaborative contexts.

### 6.4.4 Communication

Graduates will have good written and oral presentation skills – this includes everything from scientific journals to public announcements to the media (mainstream and social, community-level and country-level). They will be able to interpret scientific literature in lay terms. Graduates will be able to communicate with a multitude of stakeholders, including (but not limited to) politicians, media and the public. Within this context, graduates will have cultural competence in communication, including nonverbal communication, and exhibit diplomacy. Additionally, graduates will understand the value of two-way communication and be able to listen and understand as well as speaking/communicating. This includes in languages other than English.

Graduates will:
- a) Possess a high standard of oral, visual and written communication skills;
- b) Recognise the importance of continuing to develop their oral, visual, and written communication skills;
- c) Be able to use appropriate communication technologies.

### 6.4.5 Ethical, social and professional understanding

The course is focused on reducing inequities and graduates will understand why these inequities exist, what can be done about them, and also what are the limits of what can be done. Graduates will understand what it means to make decisions at a social level and the impacts on individuals. They will have an understanding and awareness of unintentional consequences. Graduates will understand that social justice is a foundation of global health and key to the wellbeing of future generations. Our graduates will work with high integrity, will be trustworthy and have social and cultural awareness. Social and cultural competence is a major cross-cutting theme in this course, and graduates will be able to recognise gaps in health status and how to reduce them, and be able to view issues through a lens of inequality.

Graduates will:
- a) Understand and practice the highest standards of ethical behaviour associated with their discipline or profession;
- b) Be informed and open-minded about social, cultural and linguistic diversity in Australia and the world;
- c) Appreciate their ethical responsibilities towards colleagues, research subjects, the wider community, and the environment;
- d) Be aware that knowledge is not value-free.
PART 7. Learning and teaching

7.1 Course structure

See Table 1 Course Structure, on the following page.
<table>
<thead>
<tr>
<th>UoS collection name</th>
<th>UoS code ¹</th>
<th>UoS name</th>
<th>Core = CO Elective = EL Barrier = BA Capstone = CP</th>
<th>Existing = YES New = provide ASCED ² and Level</th>
<th>Session(s) ³</th>
<th>Delivery mode</th>
<th>Course year first offered</th>
<th>Campus ⁴</th>
<th>Credit points</th>
<th>Teaching department</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Year One Core</td>
<td>ABCD1234</td>
<td>The Sociology of Consumption</td>
<td>CO 909301 Junior S1C and S2CIAU ND 2016 CC 6 Sociology and Social Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td>PUBH5010</td>
<td>Epidemiology Methods and Uses</td>
<td>CO YES S1C ND and OL CC 6 Public Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBH5018</td>
<td>Introductory Biostatistics</td>
<td>CO YES S1C ND and OL CC 6 Public Health</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GLOH5131</td>
<td>Foundations of Global Health</td>
<td>CO 061399 S2C ND and OL 2019 CC 6 Public Health</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>GLOH5132</td>
<td>Skills for Working in Global Health</td>
<td>CO 061399 S2C ND and OL 2019 CC 6 Public Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone (min 6CP, max 12CP) *can be increased, subject to course coordinator approval</td>
<td>GLOH5130</td>
<td>Dissertation</td>
<td>CP 061399 S1C, S2C Supervision CC 12 Public Health</td>
<td></td>
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<tr>
<td></td>
<td>GLOH5XXX</td>
<td>Field Placement</td>
<td>CP 061399 S1C, S2C Supervision 2019 CC 12 Public Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GLOH5XXX</td>
<td>Capstone International Health Independent Study</td>
<td>CP 061399 S1C, S2C Supervision 2019 CC 6 Public Health</td>
<td></td>
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<tr>
<td>Core electives – Health policy/mgmt. (min 6CP)</td>
<td>GLOH5219</td>
<td>International Health Project Management</td>
<td>EL S2C ND 2019 CC 6 Public Health</td>
<td></td>
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<tr>
<td></td>
<td>GLOH5220</td>
<td>Managing International Health Projects</td>
<td>EL S2C OL 2019 CC 6 Public Health</td>
<td></td>
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<tr>
<td></td>
<td>GLOH5134</td>
<td>Health Systems in Low Resource Settings</td>
<td>EL S1C ND and OL 2019 CC 6 Public Health</td>
<td></td>
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<tr>
<td></td>
<td>HPOL5001</td>
<td>Economics and Finance for Health</td>
<td>EL YES S1C BM CC 6 Public Health</td>
<td></td>
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</tr>
<tr>
<td>Core electives – Advanced skills (min 6CP)</td>
<td>HPOL5007</td>
<td>Global Health Policy</td>
<td>EL YES S2C BM and OL CC 6 Public Health</td>
<td></td>
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<tr>
<td></td>
<td>PUBH5211</td>
<td>Multiple Regression and Stats computing</td>
<td>EL YES S2C ND and OL CC 6 Public Health</td>
<td></td>
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<tr>
<td></td>
<td>PUBH5224</td>
<td>Advanced Epidemiology</td>
<td>EL YES S2C ND CC 6 Public Health</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Language</td>
<td>Status</td>
<td>Delivery</td>
<td>Method</td>
<td>Year</td>
<td>Duration</td>
<td>School</td>
<td></td>
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<tr>
<td>PUBH5307</td>
<td>Advanced Health Economics</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>BM</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5500</td>
<td>Advanced Qualitative Health Research</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>BM and OL</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLOH5XXX</td>
<td>Advanced Skills for Working in Global Health</td>
<td>EL</td>
<td>061399</td>
<td>S1C</td>
<td>ND and OL</td>
<td>2019</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>GLOH5112</td>
<td>Global Communicable Disease Control</td>
<td>EL</td>
<td>S2C</td>
<td>ND and OL</td>
<td>2018</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLOH5115</td>
<td>Women's and Children’s Health</td>
<td>EL</td>
<td>S1C</td>
<td>ND and OL</td>
<td>2019</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLOH5124</td>
<td>Health Issues, Humanitarian Emergencies, Refugees and Migration</td>
<td>EL</td>
<td>S2C</td>
<td>BM</td>
<td>2019</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLOH5136</td>
<td>Nutrition in International Settings</td>
<td>EL</td>
<td>S1C</td>
<td>BM</td>
<td>2019</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5019</td>
<td>Cancer Prevention and Control</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>OL</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5020</td>
<td>Chronic Disease Prevention and Control</td>
<td>EL</td>
<td>YES</td>
<td>S1C</td>
<td>OL</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5033</td>
<td>Disease Prevention and Health Promotion</td>
<td>EL</td>
<td>YES</td>
<td>S1C</td>
<td>BM and OL</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5117</td>
<td>Communicable Disease Control</td>
<td>EL</td>
<td>YES</td>
<td>S1C</td>
<td>OL</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5422</td>
<td>Health and Risk Communication</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>BM</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5550</td>
<td>Climate Change and Public Health</td>
<td>EL</td>
<td>S2C</td>
<td>BM and OL</td>
<td>2019</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5600</td>
<td>Biosecurity Seminar Series</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>ND</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5203</td>
<td>Ethics and Public Health</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>BM and OL</td>
<td>CC</td>
<td>6</td>
<td>Public Health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
7.2 Pedagogical approach

Based on the list of new and existing units of study outlined in 7.1 (above) of the proposal indicate the mode of delivery for each unit, give a description of the pedagogical approach (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc.). Indicate any alterations to mode of delivery for existing Units of Study. Indicate how the chosen modes of delivery will facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Please indicate how professional placements and off-campus experience will be supervised.

The new and existing units of study outlined in 7.1 of the proposal indicate the mode of delivery for each unit.

All the new and existing units of study that will comprise the Master of Global Health will be delivered in a face-to-face mode on a weekly basis over the course of a 13-week semester, in a face-to-face intensive block-mode, or online/distance learning. The core units will all be taught in both lecture plus tutorial mode and also available via distance/online learning. The capstone units of study will be via specialist supervision. Some core electives and electives will be taught face-to-face, some in face-to-face intensive block-mode and some in distance/online learning.

The pedagogical approach of the teaching and learning practices in all units will be focused on imparting a core knowledge base, then using real-life scenarios and case studies to problem-solve global health issues. This approach fosters critical thinking and application of knowledge to real scenarios.

Teaching students through tutorials allows for a better discussion-based learning and critical thinking by placing the instructor as a facilitator/moderator of the discussion and using peer-to-peer learning from individual experiences to enhance the knowledge base. In the tutorial setting students are expected to be active, informed and critical participants in the discussion of information, processes and events.

As a capstone, all students will complete a dissertation, field placement, capstone unit or independent study, which requires the full application of the knowledge and skills gained during the degree. Each student will be supervised by the unit of study coordinator or designated member of staff, depending on research interest of the student. Students completing the 12CP Field Placement unit will need to apply for a space in one of the existing exchange programs currently established by the School of Public Health.

7.3 Assessment procedures

Describe the proposed assessment regime for the award course i.e. the proportion of coursework to practical components and examinations. Indicate whether external assessors will be used and describe any benchmarking role or reporting role that such assessors will play in the faculty.

Students will be assessed through a variety of oral and written assessments that are specifically tailored to the particular unit of study. Written assessments typically include exams, essays, projects and policy reports. Oral assessments include case study presentations and debates.

External assessors will not be used.

Below is a sample breakdown of assessments for an average UOS:

<table>
<thead>
<tr>
<th>Proposed assessment regime</th>
<th>Proportion of assessment regime (%)</th>
<th>Use of external assessors/examiners (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assessment</td>
<td>60%</td>
<td>No</td>
</tr>
<tr>
<td>Presentation</td>
<td>20%</td>
<td>No</td>
</tr>
<tr>
<td>Tutorial participation/facilitation</td>
<td>20%</td>
<td>No</td>
</tr>
</tbody>
</table>

7.4 Assurance of learning

Please describe how the assessment regime will ensure that the learning outcomes and generic attributes have been achieved. This section should address the issue of how assessments provide an assurance of learning in terms of the learning outcomes of the course described at 7.3 above.

While assessments will be specifically tailored to each particular unit of study, over the entire course, the variety of assessment tasks and techniques will ensure a wide range of outcomes and attributes can be measured. This variety in assessment regime ensures the full range of communication, analytical and practical skills and attributes are measurable and outcomes assured.

The course will be monitored and evaluated by means of student evaluations, regular meetings of teaching staff, monitoring of assessment outcomes and levels of enrolments.

7.5 Quality assurance arrangements and program review

Approved by the Academic Board, 3 December 2014
All courses are subject to ongoing monitoring and review following the processes and policies established by the Academic Board. Where such monitoring and review raises issues of concern, the Academic Board may refer such matters to the Deputy Vice-Chancellor (Education) for appropriate action. In cases where reviews and monitoring indicate persistent problems, a faculty may be required to show cause why a course should not be withdrawn.

Provide details of practices and processes to be implemented to:

<table>
<thead>
<tr>
<th>Practice/Process</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>• monitor, measure and achieve quality learning and teaching</td>
<td>Student feedback, student assessment results, standardisation and review of units of study by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the MGlobHlth academic team to ensure quality</td>
</tr>
<tr>
<td>• review content, delivery and Resolutions of the course</td>
<td>Review of units of study content by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the MGlobHlth academic team to ensure quality delivery and matching with Resolutions of course</td>
</tr>
<tr>
<td>• review and rationalise Units of Study for the course</td>
<td>Review of units of study by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the MGlobHlth academic team to ensure quality delivery and matching with Resolutions of course</td>
</tr>
</tbody>
</table>

Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

This proposal is not a new program but an amendment to an existing program which has been successfully running for over 10 years in the top School of Public Health in Australia. The Sydney School of Public Health (SSPH) has over 150 academic staff members of excellent quality, most of whom are available to teach if needed. There are professional staff members and committees in place (such as the Office of Teaching and Learning and the eLearning Support Unit) to provide outstanding curriculum delivery support. Additionally, at the Faculty level, there are procedures and personnel in place in charge of Academic Integrity oversight. Unit coordinators for all the existing units of study have appropriate timetables, assessments and are able to authenticate student work. These are periodically reviewed by the course director to ensure they are in line with the course objectives.

7.6 Student workload
The following table indicates an average student workload. It is based on a full-time student taking a complete (24P) semester, consisting of four 6CP units of study. A typical GLOH5XXX unit of study consists of a weekly 2-hour lecture and a weekly 1-hour tutorial. There are slight differences within individual units and this table only represents an approximation. The MGlobHlth team will meet every semester to review student workload and ensure it is equivalent with similar Masters courses.

<table>
<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>8 hours</td>
</tr>
<tr>
<td>Tutorials</td>
<td>4 hours</td>
</tr>
<tr>
<td>Practical experience</td>
<td>n/a</td>
</tr>
<tr>
<td>Independent study</td>
<td>24 hours (3 hours per 1 hour lecture)</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>8 hours (2 hours per unit of study)</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

Workload for assessment tasks
Provide an indication of how submission of assessment tasks will be managed and coordinated to prevent excessive and unduly stressful workload demands (e.g. use of intensive teaching, catering for part-time students).

Coordination among unit of study coordinators will be undertaken to ensure assessment tasks are delivered at varying points through the semester, as much as possible, so that students are not overwhelmed. There are several units of study run in intensive mode to break up the workload timeline for students.

Provide an indication of how the academic course load, including the weight given to any dissertation component, compare with other similar course loads offered by the University.

The 24CP load per semester is comparable to other existing Masters programs across the University. The variety of assessment tasks from exams to reports to projects to presentations, ensures a balanced workload and does not emphasise any single assessment method. The dissertation component for this course is largely an independent project through which students receive one-on-one support from their supervisor.

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

Approved by the Academic Board, 3 December 2014
Students will have adequate time to conduct independent work within each unit of study. Timetables for lectures are such that they are not overlapping. Often, units are run at alternating times every year (at night or during the day) to accommodate part-time students. Additionally, most units are also available via online/distance learning to provide students the most flexibility for their individual needs.

7.7 Academic advice, support and student representation

Indicate how academic advice, support and student representation will be provided to students. In the case of courses available fully online (distance education), indicate how students will be given equivalent access to support services, library resources, advice, learning resources and representation available on a face-to-face basis to on-campus students.

There is a dedicated 1.0 FTE administrative position (currently shared – by two people at 0.5FTE each) to support the MGlobHlth program and academic team including research. The MGlobHlth administrators provide support on eLearning and there is also eLearning Support available at the School level.

Students will have access to all central student resources, which include the library (online and on campus services and facilities), student support services and student unions. Additionally, SSPH has a dedicated computer lab in the Edward Ford Building on Camperdown Campus to which students have 24-hour access.

Within the MGlobHlth course, there will be elected student representatives who will serve as liaisons between staff and students to raise any concerns/needs from the student body. These students will represent all student “types” (face-to-face and online, full-time and part-time, international and domestic). The representatives will be members of the School of Public Health SSLCC and have the opportunity to nominate student representatives in the Teaching and Learning Committee.

7.8 Remediation and reassessment

What arrangements will be made for the assessment and reassessment attempts? Please indicate how barrier examinations will be managed in order to provide appropriate opportunities for timely student progression. Please describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.

Each unit of study will be administered by its respective unit of study coordinator and in line with the policies and procedures of SSPH. Supplementary examinations or extensions to assessment deadlines will be offered where appropriate and in line with University policy. All appeals will be assessed within the guidelines stipulated by the University of Sydney (Student Appeals against Academic Decisions) Rule 2006. Students are responsible for familiarising themselves with the University’s Appeals policy and with the Academic Board Resolutions concerning the Assessment and Examination of Coursework. Students wishing to appeal a mark must meet with the unit of study coordinator with a written appeal letter. This must be done within 15 working days of the mark being made available to the student. Assessments will be based mainly on individual work, though some units of study will also base part of their assessment on group work.

7.9 Combined degrees and inter-faculty arrangements

If this is a combined degree, an inter-faculty committee should be established. Please indicate if such arrangements have been made and provide information on the extent of joint planning and consultation processes, mechanisms used to gain approval of faculties involved, and how the proposed course is to be managed administratively and operationally.

Not applicable.

7.10 Influence of external accreditation or other professional requirements

Indicate, as appropriate, the extent to which course content is influenced by external accreditation compliance requirements and recommendations by professional bodies. Describe capstone experiences that are intended to draw together the learning that takes place throughout the course. Under the University of Sydney Coursework Rule, all Advanced Learning Masters degrees and all Professional Masters degrees should contain a capstone experience. For undergraduate courses, the provision of a capstone experience is a matter for the educational judgement of the faculty.

Approved by the Academic Board, 3 December 2014
7.11 Joint ventures with other universities

If this proposal comprises a joint venture with another university, please provide details of governance arrangements, including alignment of policy and student support processes with the partner institution(s), examination arrangements and quality assurance processes. Not applicable

7.12 Resolutions

<table>
<thead>
<tr>
<th>Senate, Faculty and Course Resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable</td>
</tr>
</tbody>
</table>

| 7.12.1 Are there changes to the list of Degrees, Diplomas and Certificates conferred by your faculty, as listed in the Resolutions of the Senate available in the University Calendar? If Yes, complete Appendix 1 | Yes |
| 7.12.2 Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2 | No |
| 7.12.3 Will there be new Resolutions or changes to existing Course Resolutions for the proposed course or amended course? If Yes, complete Appendix 3a or 3b (there are separate Appendices for undergraduate and postgraduate courses) | Yes |

Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval

| 7.12.4 Will there be changes to the academic dress due to the introduction of the proposed new award course? If Yes, contact the office of the Deputy Vice-Chancellor (Registrar) | Yes |

Transitional arrangements

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

At the start of the process of creating the EOI and full application for the proposed course changes, SSPH met with the University Admissions to close enrolments for the affected time period (for changes starting semester 1 2019).
Upon approval of this full application by the Academic Board, SSPH and the Admissions team will re-open enrolments with the new changes to the course specifically addressed. Additionally, the marketing and recruitment teams are working with SSPH to draft the explicit communications to students regarding course changes, which will be immediately released upon approval of this application.

Transitional arrangements for students, including students enrolled under the existing Resolutions who wish to "upgrade" to the new course Resolutions, will be made within the Faculty as "allowable transfers". SSPH acknowledges there may need to be unit of study transitional arrangements for students enrolled under existing Resolutions and a plan for this is being developed. Additionally, as soon as this application is approved, potentially affected students will be contacted directly by SSPH to work through arrangements to make the transition as smooth as possible.

<table>
<thead>
<tr>
<th>7.12.5</th>
<th>Last semester intake under existing Resolutions</th>
<th>Domestic</th>
<th>Semester 2 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>International</td>
<td>Semester 2 2018</td>
</tr>
<tr>
<td>7.12.6</td>
<td>Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>7.12.7</td>
<td>For course deletions, advise the last date for enrolments into the existing course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.12.8</td>
<td>For course deletions, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.12.9</td>
<td>For course deletions, outline the provisions in place for students enrolled under existing Resolutions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART 8: Resources

It is important that faculties consult with academic staff and professional services units to ensure that adequate resources are available to support the delivery of a new award course and to discuss any impact(s) that amendment(s) to an existing course may have on current resources.

8.1 Teaching and support staff

9.1.1 Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. (It is not necessary to provide detailed information on the names or qualifications of individual staff members)

There are 11 academic staff members who currently deliver much of the Master of International Public Health program and they who will be directly and actively engaged in delivering the Master of Global Health. In addition, there are over 150 academic staff members in the SSPH overall who can provide support when needed. There are 2 administrative staff members (1.0FTE equivalent) directly responsible for Master of Global Health program and academic support plus two administrative staff members within the Office for Teaching and Learning for all of SSPH.

9.1.2 What are the strengths of the department/school relevant to this proposal?

The academic staff members in the whole of SSPH, and particularly the 11 directly relevant to this course, have extensive experience both teaching and doing research in a global health setting. Students will be learning from experts in the field of each individual unit of study, all of whom have experience and are actively engaged in global health projects.

9.1.3 Please indicate whether use will be made of staff not on the University's formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.

All staff, including casual tutors, will be on the University’s payroll. There may be rare occasions when individual lectures within a unit of study are given by a person outside the University. This will be utilised if the external person has greater knowledge/experience than the University faculty members. All primary supervisors for any overseas placements will be within SSPH.

8.2 Teaching space and related facilities

<table>
<thead>
<tr>
<th>9.2.1 Teaching rooms</th>
<th>Available at the Camperdown Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.2 Lecture theatres</td>
<td>Available at the Camperdown Campus</td>
</tr>
<tr>
<td>9.2.3 Laboratories</td>
<td>n/a</td>
</tr>
<tr>
<td>9.2.4 Staff offices</td>
<td>Available in the Edward Ford Building (no additional needed)</td>
</tr>
<tr>
<td>9.2.5 Storage or other space required including any which needs to be rented externally</td>
<td>n/a</td>
</tr>
<tr>
<td>9.2.6 Professional placement locations</td>
<td>Placements will be those already established by SSPH and no additional facility is required by the University</td>
</tr>
</tbody>
</table>

8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

| 9.3.1 Computer technology | n/a |
| 9.3.2 Other equipment     | n/a |

8.4 Library resources

See Appendix 4 for Library Impact Statement.
APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

1 Degrees, diplomas and certificates of the Faculty of Medicine

(1) With the exception of the Doctor of Medical Science and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Medicine. The Doctor of Medical Science and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2019. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2 Degrees

<table>
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<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<td>Master of Surgery</td>
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<td>MABIOSTA-01</td>
<td>Master of Biostatistics</td>
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<tr>
<td>MABRMISC-01</td>
<td>Master of Brain and Mind Sciences</td>
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<tr>
<td>MACLITRR-01</td>
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<td>MAMERHKG-02</td>
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<tr>
<td></td>
<td>and Human Genetics (admission suspended for 2017)</td>
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Approved by the Academic Board, 3 December 2014
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- Colorectal Surgery  MS(Colorectal)  48
- Endocrine Surgery  MS(Endocrine)  48
- Hand Surgery  MS(HandSurg)  48
- Head and Neck Surgery  MS(Head&Neck)  48
- Neurosurgery  MS(NeuroSurg)  48
- Orthopaedic Surgery  MS(Ortho)  48
- Otorhinolaryngology  MS(ENT)  48
- Paediatric Surgery  MS(PaedSurg)  48
- Plastic/Reconstructive Surgery  MS(Plastic&Reconstruct)  48
- Surgical Anatomy  MS(SurgAnat)  48
- Surgical Oncology  MS(SurgOnc)  48
- Surgical Outcomes  MS(SurgOutcomes)  48
- Surgical Sciences  MS(SurgSci)  48
- Surgical Skills  MS(SurgSkills)  48
- Transplant Surgery  MS(Transplant)  48
- Trauma Surgery  MS(Trauma)  48
- Upper Gastrointestinal Surgery  MS(UGISurg)  48
- Urology  MS(Urology)  48
- Vascular Surgery and Endovascular Surgery  MS(Vascular)  48

### 2 Combined degrees

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<th>Abbreviation</th>
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<tr>
<td>MAMRGPHL-01</td>
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<td>BPCOMMED-01</td>
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### 3 Graduate diplomas

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<td>GNBREMISC-01</td>
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<td>GNREFS-01</td>
<td>Graduate Diploma in Cataract and Refractive Surgery</td>
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Approved by the Academic Board, 3 December 2014
### 4 Graduate certificates

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<td>GCCLITTR-01</td>
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Approved by the Academic Board, 3 December 2014
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APPENDIX 2: RESOLUTIONS OF THE FACULTY

NO CHANGES TO BE MADE TO THE FACULTY RESOLUTIONS (BELOW) AS A RESULT OF THIS PROPOSAL

Resolutions of the Faculty of Medicine for coursework courses

These resolutions apply to all undergraduate and postgraduate courses in the Faculty, unless specifically indicated otherwise. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course enrolment

1 Admission to candidature

(1) Applicants Applicants must meet admission criteria for the relevant course and submit applications following the relevant application process including submission by advertised deadline. Late applications may be considered in special circumstances.

(2) Where postgraduate courses in this Faculty (other than the Doctor of Medicine have limited numbers of Commonwealth Supported Places (CSPs), available, places will be offered to qualified applicants based on merit, for applications received by the advertised deadline. For applications received after the advertised deadline and before the commencement of semester, any remaining places will be offered to qualified applicants based on merit.

(3) Students who have completed an embedded Graduate Certificate may be eligible for admission to the associated Graduate Diploma or Masters degree with Head of Discipline approval.

(4) Students who have completed an embedded Graduate Diploma may be eligible for admission to the associated Masters degree with Head of Discipline approval.

2 Enrolment restrictions

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

3 Time limits

(1) A student must complete all the requirements for a coursework doctorate within ten calendar years.

(2) A student must complete all the requirements for a double master's degree within ten calendar years.

(3) A student must complete all the requirements for a coursework master's degree (other than the Doctor of Medicine) within six calendar years.

(4) A student must complete all the requirements for a graduate diploma within four calendar years.

(5) A student must complete all the requirements for a graduate certificate within three calendar years.

(6) For postgraduate coursework students other than those enrolled in the Doctor of Medicine, periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed ten years.

(7) Subject to sub-clause (8), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years. The five year limit also applies to students entering the course through the degree program commencing on the date of their first enrolment in the Doctor of Medicine following completion of their undergraduate degree.

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

(9) Periods of suspension, exclusion or lapsed candidature will not be added to the maximum completion time for the Doctor of Medicine.

4 Enrolment, suspension, discontinuation and lapse of candidature

(1) The Coursework Rule specifies the general conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed.

(2) Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.

(3) The Faculty will grant approval for a suspension from candidature only after a student has completed at least one semester of enrolment. A Postgraduate student (other than a student enrolled in the Doctor of Medicine) may apply to the Faculty for a maximum period of suspension of one semester at any one time. Suspension from candidature of two consecutive semesters will only be granted in special circumstances.

(4) The candidature of a student who has not re-enrolled and who has not obtained approval from the Faculty for a suspension of candidature for the relevant semester will be deemed to have lapsed.

Approved by the Academic Board, 3 December 2014
A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

5 Credit
(1) Credit for postgraduate study will be applied according to the Academic Board policy on Admission: Advanced Standing, Credit, and Exemption.
(2) Credit, where applicable, will not be granted for recognised prior learning undertaken more than five years prior to a student's first enrolment in the current degree unless otherwise specified in the course resolutions.

Part 2: Unit of study enrolment

6 Cross institutional study
(1) Provided permission has been obtained in advance, the Chair of the Board of Postgraduate Studies may permit a postgraduate student (other than a student enrolled in the Doctor of Medicine) to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
   (a) The unit of study content is not taught in any corresponding unit of study at the University; or
   (b) The student is unable, for good reason, to attend a corresponding unit of study at the University.
(2) Students in the Doctor of Medicine are not permitted to complete a unit of study at another institution and have that unit credited to the student's course requirements except at the discretion of the Dean.
(3) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

Part 3: Studying and Assessment

7 Attendance
Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim Special Consideration or Special Arrangements will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.

8 Late submission policy
(1) It is expected that unless an application for Special Consideration or Special Arrangements has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within the period of extension, no academic penalty will be applied to that piece of assessment.
(2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows, unless otherwise stated in the course resolutions:
   (a) Late assignments that have not been granted extensions and are of a standard to receive a pass or higher mark will attract a penalty of 5% of the maximum mark per day late including weekend days (e.g. if the assignment is worth 40 marks, the penalty is 2 marks per day late) until the mark reaches 50% of the maximum mark (e.g. 20 marks if the maximum is 40 marks).
   (b) Assignments that are not of a pass standard will not have marks deducted and will fail regardless.
   (c) Assignments submitted more than 10 days late without prior approval from the unit of study coordinator will not be accepted and will be given a zero (0) mark.

9 Special consideration for illness, injury or misadventure
Special consideration is a process that affords equal opportunity to coursework students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The University of Sydney (Coursework) Rule 2000 provides full details of the University policy and the procedures for applying for special consideration.

10 Concessional pass
In this Faculty the grade PCON (Concessional Pass) is not awarded to students in the Doctor of Medicine but it may be awarded to other postgraduate students. No more than 25% of the total credit points of a course can be made up of PCON results.

11 Re-assessment
(1) In this Faculty re-assessment is offered to students whose performance is in the prescribed range and circumstances.
(2) Re-assessment will be offered on one date only, advised at the beginning of semester, and it is a student's responsibility to be available to attend on that date. The grades awarded for the further tests are Pass or Fail, unless otherwise determined.

(3) Students who have successfully requested Special Consideration or Special Arrangements may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation, after this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for further examination where Special Consideration or Special Arrangements are approved.

(4) Students in the Doctor of Medicine must pass at each annual assessment. A ‘Fail on the Year’ result overrides recommendations for further testing on individual units of study, meaning that the student in Stage 1 or Stage 2 must repeat all units of study in that year. Students in Stage 3 should refer to specific course resolutions.

Part 4: Progression, Results and Graduation

12 Satisfactory progress

(1) The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements, students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

(2) In order to be eligible to pass a unit of study a student must enrol in that unit of study.

13 Weighted average mark (WAM)

(1) The University WAM is calculated using the following formula:

\[ WAM = \frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)} \]

where Wc is the unit of study credit points x the unit weighting and Mc is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted.

(2) The weight of a unit of study is assigned by the owning faculty. In this Faculty, junior units are weighted 1, Intermediate units are weighted 1, Senior units are weighted 1 and postgraduate units are weighted 1. WAMs may be used in assessing eligibility for prizes, scholarships or assessing progression through a course.

14 Course transfer

A candidate for a master's degree (other than the Doctor of Medicine) or graduate diploma may elect to discontinue study and graduate with a shorter award from an embedded sequence, with the approval of the Chair of the Board of Postgraduate Studies, provided the requirements of the shorter award have been met.

Part 5: Other

15 Transitional provisions

(1) These resolutions apply to all students who commenced their candidature after 1 January 2014.

(2) These resolutions also apply to double degree students who:

(a) commenced their candidature prior to 1 January 2014;
(b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and
(c) have formally elected to proceed under these resolutions.

(3) All other double degree students who commenced prior to 1 January, 2014 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2019. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

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

Course Resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAGLBHLT-01</td>
<td>Master of Global Health</td>
</tr>
<tr>
<td>XXXXXXX</td>
<td>Graduate Diploma in Global Health</td>
</tr>
</tbody>
</table>

2. Attendance pattern

[Required content – state whether the course is available as full time, part time or both. If the course can be taken partly, fully, or only in distance mode, please indicate as below. Otherwise delete reference to distance mode]

The attendance pattern for this course is full time or part time according to candidate choice. Most units of study are available both in distance mode and face to face, therefore candidates choice will determine mode of attendance. Visa restriction normally restrict International students studying within Australia to taking a maximum of 25% of courses via distance mode.

3. Master's type

The master’s degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4. Embedded course in this sequence

The embedded courses in this sequence are:
- the Graduate Diploma in Global Health
- the Master of Global Health

5. Admission to candidature

(1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Master of Global Health degree requires:

(a) A bachelor's degree with honours, or a graduate certificate or a graduate diploma from the University of Sydney or an equivalent qualification;

or

(b) A bachelor’s degree in the field of medicine, nursing, physiotherapy, occupational therapy, optometry, pharmacy, dentistry, veterinary science, psychology, biological science, medical science, international relations, international development, education, social science, political science, communication and journalism, civil engineering, law, economics or mathematics from the University of Sydney or an equivalent qualification;

or

(c) A bachelor's degree in an unrelated field, plus two years professional work experience in health or international development.

(d) Admission to the Graduate Diploma is only by transfer from the Master of Global Health, with permission of the Associate Dean.

6. Requirements for award

(1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Global Health.

(2) To qualify for the award of the Master of Global Health, a candidate must successfully complete 72 credit points, comprising:

(a) 24 credit points of core units of study; and

(b) 6 credit points (minimum) of capstone unit(s) of study

(c) 6 credit points (minimum) of core elective (health policy/management) unit(s) of study; and

(d) 6 credit points (minimum) of core elective (advanced) unit(s) of study; and

(e) 30 credit points (maximum) of elective units of study; and

(f) with at least 36 credit points of GLOH5XXX units of study (as listed in Table of Units of Study: Global Health)

Approved by the Academic Board, 3 December 2014
(3) The Graduate Diploma of Global Health is awarded as an exist option under special circumstances. To qualify for the award of the Graduate Diploma in Global Health, a candidate must successfully complete 48 credit points, comprising:
   (a) 24 credit points of core units of study; and
   (b) 24 credit points consisting of core electives and/or electives; and
   (c) with at least 24 credit points of GLOH5XXX units of study (as listed in Table of Units of study: Global Health)

7. Course transfer
A candidate for the master's degree may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Course Director, and provided the requirements of the shorter award have been met.

8. Transitional provisions
   (1) These resolutions apply to persons who commenced their candidature after 1 January, 2019 and persons who commenced their candidature prior to 1 January, 2019 who formally elect to proceed under these resolutions.
   (2) Candidates who commenced prior to 1 January, 2019 complete the requirements in accordance with the resolutions in force at the time of their commencement.
**APPENDIX 4: LIBRARY IMPACT STATEMENT**

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See [http://www.library.usyd.edu.au/contacts/subjectcontacts.html](http://www.library.usyd.edu.au/contacts/subjectcontacts.html).

The Library Director should sign on the front page of this course proposal, as confirmation that:
- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

This section to be completed by faculty

<table>
<thead>
<tr>
<th></th>
<th>Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?</th>
<th>☒ Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service?</td>
<td>☐ Yes ☒ No</td>
</tr>
<tr>
<td></td>
<td>Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended.</td>
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</tr>
<tr>
<td></td>
<td>There will be</td>
<td></td>
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</table>

This section to be completed by library staff

**Library resources required**

<table>
<thead>
<tr>
<th>Does the Library already collect resources in this area?</th>
<th>☒ Yes ☐ No</th>
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</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
</tr>
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</table>

**Initial costs of acquiring basic resources (digital and non-digital)**

<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Cost (AUD)</th>
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<tbody>
<tr>
<td>Monographs (including multimedia resources, reading list items and multiple copies)</td>
<td>nil</td>
</tr>
<tr>
<td>New journal titles (including back-runs)</td>
<td>nil</td>
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<tr>
<td>Additional databases / digital resources</td>
<td>nil</td>
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</table>

**Initial resources costs**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost (AUD)</th>
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</thead>
<tbody>
<tr>
<td>Ongoing costs of resources</td>
<td>nil</td>
</tr>
<tr>
<td>Annual costs of maintain new subscriptions (journals and databases)</td>
<td>nil</td>
</tr>
<tr>
<td><strong>Ongoing information resources costs</strong></td>
<td>nil</td>
</tr>
</tbody>
</table>

**Additional resource requirements**

Include requirements for information and research learning skills programs, library guides and e-learning materials etc.

**Comments**

*Specify opportunities for developing research and learning resources.*

**Implications**

Include issues regarding staff / time to develop and deliver the programs and other support materials.

**Estimated number of hours**

<table>
<thead>
<tr>
<th>Library Director’s comments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>* The Library Director should sign on the front page.</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
# APPENDIX 5: REFERENCE – SESSION CODES

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
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<tbody>
<tr>
<td>S1C</td>
<td>Semester 1</td>
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<tr>
<td>S1CG</td>
<td>Session 1 early census</td>
</tr>
<tr>
<td>S1CRA</td>
<td>Semester 1a (first seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CRB</td>
<td>Semester 1b (last seven weeks of Semester 1)</td>
</tr>
<tr>
<td>S1CIJA</td>
<td>Int January*</td>
</tr>
<tr>
<td>S1CIFE</td>
<td>Int February*</td>
</tr>
<tr>
<td>S1CIMR</td>
<td>Int March*</td>
</tr>
<tr>
<td>S1CIAP</td>
<td>Int April*</td>
</tr>
<tr>
<td>S1CIMY</td>
<td>Int May*</td>
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<tr>
<td>S1CIJN</td>
<td>Int June*</td>
</tr>
<tr>
<td>S2C</td>
<td>Semester 2</td>
</tr>
<tr>
<td>S2CG</td>
<td>Session 2 early census</td>
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<tr>
<td>S2CRA</td>
<td>Semester 2a (first seven weeks of Semester 2)</td>
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<td>S2CRB</td>
<td>Semester 2b (last seven weeks of Semester 2)</td>
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<td>S2CIJL</td>
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<td>S2CIAU</td>
<td>Int August*</td>
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<tr>
<td>S2CISE</td>
<td>Int September*</td>
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<td>S2CIOC</td>
<td>Int October*</td>
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<tr>
<td>S2CINO</td>
<td>Int November*</td>
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<tr>
<td>S2CIDE</td>
<td>Int December*</td>
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<td>S1NSEA</td>
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<td>S2CRR3</td>
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## APPENDIX 6: REFERENCE – CAMPUS CODES

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<tr>
<th>CODE</th>
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<td>AE</td>
<td>United Arab Emirates</td>
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<td>BS</td>
<td>Burren Street</td>
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<tr>
<td>CC</td>
<td>Camperdown/Darlington</td>
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<tr>
<td>CD</td>
<td>Concord Clinical School</td>
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<tr>
<td>CE</td>
<td>Central Clinical School</td>
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<tr>
<td>CF</td>
<td>Camden</td>
</tr>
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<td>Children’s Hospital at Westmead Clinical School</td>
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<td>CN</td>
<td>China</td>
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<td>CS</td>
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<td>DB</td>
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<td>Distance Education Camperdown/Darlington</td>
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<tr>
<td>DF</td>
<td>Distance Education Camden</td>
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<td>DL</td>
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<td>DM</td>
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<td>DR</td>
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<td>DS</td>
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<td>DW</td>
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<td>DY</td>
<td>Distance Education Sydney</td>
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<td>ML</td>
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<td>MS</td>
<td>Mallett Street</td>
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<tr>
<td>NE</td>
<td>Nepean Clinical School</td>
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<tr>
<td>NO</td>
<td>Northern Clinical School</td>
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<td>Nepal</td>
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<td>OC</td>
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<td>RC</td>
<td>Rozelle</td>
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<tr>
<td>SA</td>
<td>Sydney Adventist Hospital Clinical School</td>
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<tr>
<td>SC</td>
<td>Sydney (used by the Sydney Conservatorium of Music only)</td>
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<tr>
<td>SH</td>
<td>Shanghai</td>
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<td>SJ</td>
<td>St James</td>
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<td>Western Clinical School at Westmead</td>
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<tr>
<td>ZZ</td>
<td>No information on location</td>
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</tbody>
</table>
APPENDIX 7: AQF COMPLIANCE

1. Purpose
Check that the qualification is indeed a Level 9 Coursework Masters by:

a. Ensuring that it follows a Level 7 (Bachelors) degree or a Level 8 (Graduate Diploma/Graduate Certificate/Honours degree

- CONFIRMED: The MGlobHlth qualification requires at least a Bachelor’s degree in a related topic area (or equivalent)

b. Ensuring that it is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

- CONFIRMED. The MGlobHlth qualification is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice and scholarship. It also serves as a pathway for further learning in a range of aspects of global health.

2. Learning Outcomes
Ensure that graduates: understand recent disciplinary or practice developments; know about the applicable research principles and methods; can reflect critically on theoretical knowledge; have the skills to investigate, analyse and synthesise complex information and problems and apply it to different bodies of knowledge; can evaluate complex ideas; have the communication and technical research skills to justify and interpret findings and conclusions to specialist and non-specialist audiences; have these skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship; can plan and execute a research-based project, capstone experience and/or piece of scholarship.

- CONFIRMED. The MGlobHlth and the Graduate Diploma in Global Health qualifications have explicit learning outcomes which address the areas required for AQF Level 9 and a curriculum that directly addresses the learning outcomes. All graduates will have undertaken a formal capstone experience or equivalent project.

3. Volume of Learning
Is the degree building on disciplinary knowledge in the Level 7 or 8 qualification?

a. If YES, the degree should be 1.5 years in length (72 credit points) following a Level 7 qualification, or 1 year (48 credit points) following a Level 8 qualification.

b. If NO, the degree should be 2 years (96 credit points) following a Level 7 qualification, or 1.5 years (72 credit points) following a level 8 qualification.

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.

- CONFIRMED. The MGlobHlth qualification is 1.5 years in length (72 credit points) and builds on relevant knowledge and skills obtained in a Level 7 (and/or Level 8) qualification.

4. Disciplinary Similarity
For Masters by Coursework degrees where there is ambiguity about disciplinary similarity between Level 9 and Levels 7 and /or 8 –for example, in multidisciplinary Masters degrees – the Faculty must ensure that the volume of learning is sufficient to meet the learning outcomes.

- CONFIRMED – There is no ambiguity about disciplinary similarity with lower level qualifications

Approved by the Academic Board, 3 December 2014
5. **Research Project, Capstone or Piece of Scholarship**

Which unit(s) of study in the degree are devoted to a research-based project, capstone and or piece of scholarship?

Units of study devoted to a research-based project, capstone and or piece of scholarship are:

- GLOH 5037 Independent study (6 cp – Semester 1)
- GLOH 5037 Independent study (6 cp – Semester 2)
- GLOH 5130 Dissertation (12 cp – Semester 1 or Semester 2)
- GLOH 5XXX Capstone (6 cp – Semester 1)
- GLOH 5XXX Capstone (6 cp – Semester 2)
- GLOH 5XXX Field Placement (12 cp – Semester 1 or Semester 2)

6. **Different Entry Pathways**

Students will enter Masters with different prior qualifications (e.g. Level 7 or 8). There will be an appropriate reduction in the volume of learning for those with higher levels of entry qualification, based on a recognition of prior learning. This reduction in volume must be tailored so that all students meet the same learning outcomes, regardless of entry pathway.

*There will be no formal reduction in volume of learning regardless of prior qualifications. Students may apply for credit as per the usual university policies and procedures.*
APPENDIX 8: EVIDENCE OF CONSULTATION

The following sections are evidence of consultation for this proposal.

8.1 Deputy Vice Chancellor (Education) – 12 Sep 2016

Subject: RE: Public Health shift to 18 months for MfH and MIPH
Date: Monday, 13 February 2017 10:45:16 am Australian Eastern Daylight Time
From: Joe Negir
To: Robert Cumming, Kevin McGeechan, Michelle Dickson, Tim Driscoll
CC: Kerri Anton
from discussions with you and others during and after the SPH Teaching Review in mid-2016.

We are preparing the Expression of Interest documentation for the change to 18 months. One of the requirements (Section 5) states "Provide evidence of consultation and outcomes of discussions with Office of the DVC (Education)." I was wondering if you might be able to email me back confirming that this is something we have been discussing with you since July 2016 and that you are in principle supportive of this move (to align with AOF and for pedagogical reasons as well).

Thanks very much for your support.
Best regards,
Joel

---

From: Philippa Pattison
sent: Monday, 12 September 2016 2:32 PM
To: Joel Negin
Subject: RE: 3 yr UG plus 1yr PG

Hi Joel,

I am happy to confirm that I am not happy (nor should the Academic Board be happy) in general with a 1-year Masters after a 3-year Bachelor degree, and so would strongly recommend at least 1.5 years after a 3-year degree for a Masters, and 1 year after a 4-year Bachelor degree.

Best, Pip

---

Approved by the Academic Board, 3 December 2014
From: Joel Negin  
Sent: Monday, 12 September 2016 11:53 AM  
To: Philippa Pattison  
Subject: 3 yr UG plus 1 yr PG

Dear Pip,

During your meeting with the Public Health teaching review team in late July, you raised some concern about the status quo model of 3 year undergraduates moving directly into our 1 year degrees (mainly MPH and MIPH but others as well). You weren’t sure about TEQSA requirements and accreditation. As we move to action some of the recommendations of the review, this has become an important issue. If there is guidance from the University or government that 3+1 is not to be supported, then we will act on that. But if not, then we might proceed differently. Are you able to provide guidance on this?

We could certainly require those with a 3 year undergrad to do 18 months of PG study to get their MPH – while those with a 4 year UG might do a 1 year postgrad. Other Unis do that – even if it is a bit messier than the model we have now.

We certainly don’t want to proceed with recommendations that will run afoul of broader University or government requirements.

Thanks for your thoughts,  
Joel
8.2 Marketing and Communication (Health) – 21 Feb 2017

Subject: Fwd: Confirmation of discussions re SP H course variations
Date: Wednesday, 22 February 2017 7:58:13 pm Australian Eastern Daylight Time
From: Joel Negin
To: Tim Driscoll, Kevin McGeechan, Robert Cumming, Kerri Anton, MPH Admin Officer
    Michelle Dickson, Thomas Dakin
Attachments: image001.png, image002.png, image003.png

...hem even more attractive...
Subject: Re: SPH proposed changes- consultation with Student Recruitment
Date: Wednesday, 15 March 2017 12:13:54 pm Australian Eastern Daylight Time
From: Lucy Buxton
To: Kerri Anton, Joel Negin, Thomas Dakin
CC: Grace Guan
Attachments: image001.png, image002.png

ent) and looking to change career out of [health] sector.
This is the typical MBA student profile. The statistics from GMAT in the last two years indicates about a third of (27/80) applicants in Australia would like to stay in the same/relevant industries after completion of MBA.

This presents some interesting options for the SPH in addressing new markets and the opportunity to expand teaching load. Some key factors, as discussed, are balancing the matrix between course duration/cost/career outcomes. Advice from our recruitment colleague for the Sydney Business School suggests that the MBA program may be of interest to health professionals, but as a pathway to career change. There is a very niche market where it may be suitable for a health professional, but the cost, PT study mode and entry requirements will make this a very small cohort domestically [see the above stats].

**Suggestions for Health Management/Business**

There are a number of students coming from a health background in the MBA or in the MCommerce, sc
some alternative options may be:

**MPH, 1.5 year FTE**
- Target audience – graduates with 2 years work experience
- Could there be an option here to add management/businesses units to the total 72cp load? This could provide a “lite” version of the health-business option.

**MPH/MCommerce (2 year FTE)**
- Combined MPH, MPh/M Com with a target audience of international fee-paying and domestic seeking up-skilling and/or developing other skills
- The MComm already provides a range of units that were covered in our discussion as desirable for this market, as compared to other PGCW offered at the Business School. Consideration could be given to adding a Health specialisation within the existing MComm degree that “packages” the units of particular interest to the health market. This would provide a robust health-business degree option.

**MPH/MPhil (2 year FTE)**
- Combined MPH, MPh/MPhil for those who'd like to go into research both domestically and internationally
- The MPhil pathway would still be attractive to the international/sponsor markets and provide the option for the student to also open up a PhD track.

**MPH/MBA**
- This MPH/MBA option may be attractive to Australia Award applicants, as we are already losing students to MBA programs to other institutions. However, this would be an incredibly niche market and the commencing number will probably be no more than 5.
- The MBA market is very competitive, expensive and has very high entry requirements. Graduates looking to invest in their careers also expect a high return on their investment, via significant career progression following an MBA. Careful consideration would need to be given to whether this is the right direction for health professionals and what careers/advancement is to be expected.
- A combined degree with MBA or a Health MBA, as an elite program, may attract high quality applicants in the (health) industry and increase SPH teaching load, however this niche market may not fully counter balance the loss in student numbers and revenue, especially in the first couple of years. It is recommended that a more flexible approach, eg MPH/MComm should also be considered.

**To note:**
- The Business School are looking to launch a full time MBA program for international students in 2019, but such a degree may not necessarily be the right fit for the health cohort due to the reasons described above.
- The Master of Commerce has a framework for specializations, which may offer an opportunity to include a health pathway.
- The Faculty of Health Sciences is currently considering a new degree Master of Transdisciplinary Health Management which may have some overlap/impact and also be marketed to a similar audience. We would need to discuss and consider these 2 degrees and their potential synergies. I have a meeting with FHS this Friday to discuss the proposal.

I hope this helps, we look forward to discussing further.

Kind regards

Lucy

---

DR LUCY BUXTON | Acting Head of Recruitment (Health & HDR)
Global Student Recruitment & Mobility
DVC Registrar Portfolio

THE UNIVERSITY OF SYDNEY

Approved by the Academic Board, 3 December 2014
From: Kerri Anton <kerri.anton@sydney.edu.au>
Date: Tuesday, 28 February 2017 at 12:13 PM
To: Grace Guan <grace.guan@sydney.edu.au>, Lucy <lucy.buxton@sydney.edu.au>
Cc: Joel Negin <joel.negin@sydney.edu.au>, Thomas Dakin <thomas.dakin@sydney.edu.au>
Subject: SPH proposed changes - consultation with Student Recruitment

Dear Grace and Lucy,

Thank you again for taking the time to meet with us today. Just a brief summary of what was discussed, please let me know if there is anything I am missing:

1. Converting the MHF and MPH degrees from 48 credit points to 72 credit points

   The Public Health team is aware of the potential loss of student numbers but feel it is a crucial need to meet AQF requirements as well as maintain a high-quality degree program. Financial projections show a 1/3 reduction in students but an overall break even cost due to more expensive degree. The additional semester would add value to the degree by including requirements to take advanced subject matter units of study, giving students practical skills for enhanced employability, as well as adding in opportunity to do a dissertation or field placement as part of the capstone.

   Student Recruitment report showing where international students come from suggests that an 18-month program will be more expensive and not long enough to get students migration rights (as a 2-year degree would) therefore overall negative. However, the University of Sydney may not be the cheapest but prides itself on international reputation and quality. Additionally, we will aim to create dual MPH MPH and MPH MPHPh degrees that will be 2 year degree (potential big draw for international students) that would also be a pathway to PhD. Our team will look into the scholarship implications of such a coursework/research dual-degree as well as potential options with RPL.

   Another potential change that could help draw/maintain student numbers is increasing the number of CSPs for the degrees. Joel will look into the financials of doing this to determine value.

2. Changing the MPH to a "Master of Global Health"

   Google data trends show that "global health" has been the growing wordage the last several years versus "international health". Our program would be the first Master of Global Health in Australia and, though we would be keeping essentially the same program, we would be differentiating...
3. Creating a Dual MBA/MPH Degree

This process will underpin much discussion with the Business School, particularly to determine the cohort of students and how the actual degree would be designed. Currently, we are interested in the health field without any adverse impact for recruitment.

Things to consider during ongoing discussions:
- Try before you buy: Grad Cert/Dip/Postons; combination with Master in Management.

As part of our expressions of interest for these applications, would you be able to reply confirming today's need, our initial consultation with student recruitment? We are very excited about these changes in our programmes and look forward to working with your team to make them as successful as possible.

Thanks for your support,

Kerri

KERRI ANTON | Program Manager
Marie Bashir Institute for Infectious Diseases and Biosecurity
THE UNIVERSITY OF SYDNEY
Westmead Institute for Medical Research
176 Hawkesbury Road, Westmead | NSW | 2145

E kerri.anton@sydney.edu.au | W www.sydney.edu.au/mbi | P +61 2 3627 3403 (Westmead)

As I travel between main campus and Westmead the best way to reach me is via email.

CRICOS 00006A
This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments. Please think of our environment and only print this e-mail if necessary.


Subject: Re: SPH course changes follow-up
Date: Thursday, 22 June 2017 9:30:42 am Australian Eastern Standard Time
From: Laurie Guthrie
To: Nicola Atkin
CC: Kerri Anton
Attachments: New Course Proposal Form_combined.docx

2017 3:36 PM
To: Kerri Anton <kerri.anton@sydney.edu.au>, Lucy Buxton <lucy.buxton@sydney.edu.au>
Cc: Grace Guan <grace.guan@sydney.edu.au>, Nicola Atkin <nicola.atkin@sydney.edu.au>, Thomas Dakin <thomas.dakin@sydney.edu.au>
Subject: Re: SPH course changes follow-up

Hi Kerri

I'm happy to provide content for section 1.5 – this is really the only space I can speak to. Can you send me through the applications and I will add my content in?

Thanks
Laurie

From: Kerri Anton <kerri.anton@sydney.edu.au>
Date: Thursday, 15 June 2017 at 1:02 PM
To: Laurie Guthrie <laurie.guthrie@sydney.edu.au>, Lucy Buxton <lucy.buxton@sydney.edu.au>
Cc: Grace Guan <grace.guan@sydney.edu.au>, Nicola Atkin <nicola.atkin@sydney.edu.au>, Thomas Dakin <thomas.dakin@sydney.edu.au>
Subject: SPH course changes follow-up

Good afternoon Laurie and Lucy

I wanted to follow up from the SPH marketing meeting last week. Nicola and I have been working on the full applications for the changes to 18 months (and name change to Global Health). If I remember correctly, you mentioned that you all would be able to provide the information for Part One (strategy and marketing analysis) shown below.

Just wanted to check if this is still the case? I also was not sure if there was any more information we could supply from our end. I have been going through and drafting out the rest of the application, not sure if it would be of any use.

As a note, we have gone to admissions to close enrolments for 2019 (there was only 1 MPH application so far).

Thanks ever so much for any information, and please don’t hesitate to let me know if we can provide anything further.

Best
Kerri

PART 1: Strategy and marketing analysis

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

1.2 Summary of internal consultation with other faculties and business services units

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
</tr>
</thead>
</table>

Page 2 of 3

Approved by the Academic Board, 3 December 2014
*Evidence of the consultation process and outcome(s) achieved should be cached.*

1.3 Market Analysis

6

1.4 Recruitment Strategy

6

1.5 Marketing and Communications Strategy

6

*The Head of Recruitment (GRA) should sign on the front page, confirming that recruitment targets are achievable.*
Subject: Re: Master of Global Health full application draft
Date: Thursday, 22 June 2017 9:31:47 am Australian Eastern Standard Time
From: Laurie Guthrie
To: Kerri Anton
Attachments: MIPH_business_case_15-06 LG EDITS.docx

draft.

Page 1 of 2

Approved by the Academic Board, 3 December 2014
Hi Laurie

Please find the draft full application for the MIPH to MGlobIhlth (18 months) attached.

Let me know if you have any further questions or need more information!

Thanks ever so much
Kerri
Subject: RE: 2019 changes for School of Public Health courses
Date: Thursday, 15 June 2017 10:46:16 am Australian Eastern Standard Time
From: Liany Ng
To: Nicola Atkin
CC: Wenzong Chai, Kerri Anton
Attachments: NEW Course of Study - CRICOS Registration Form.pdf, HOW TO FILL IN NEW CRICOS REGISTRATION FORM.pdf

regarding registration related matters.

Regards,
Wen
From: Nicola Atkin
Sent: Wednesday, 14 June 2017 5:09 PM
To: Wencong Chai
Subject: RE: 2019 changes for School of Public Health courses

Thanks Wen.

Nicola

---

NICOLA ATKIN – Wednesday and Thursday only
Sydney School of Public Health | Sydney Medical School

THE UNIVERSITY OF SYDNEY
P.O. Box 178, Sydney NSW 2001 | Australia
T +61 2 9351 2222 | F +61 2 9351 9973
E nicola.atkin@sydney.edu.au | W http://sydney.edu.au/public-health

From: Wencong Chai
Sent: Wednesday, 14 June 2017 5:05 PM
To: Kerri Anton <kerri.anton@sydney.edu.au>
Cc: Karen Hui <karen.hui@sydney.edu.au>; Nicola Atkin <nicola.atkin@sydney.edu.au>
Subject: RE: 2019 changes for School of Public Health courses

Hi Kerry

Thank you for the information provided

I have double checked with Compliance office and they confirmed that the below changes they will need a new CRICOS code.

Anything that results in changes to: duration, location, work component, name change on testamur, significant changes to cost, study outcomes – all will require a new CRICOS code.
Regards,

Wen

From: Kerri Anton
Sent: Wednesday, 14 June 2017 1:07 PM
To: Wencong Chai
Cc: Karen Hut, Nicola Atkin
Subject: 2019 changes for School of Public Health courses

Good afternoon Wen

Thank you, again, for meeting with us today. To note, we would like to close admission access for 2019 to both the Master of Public Health and the Master of International Public Health, which we will revisit later this year when we have a decision about potential changes from the Academic Board. Also, if you or Karen are able to send through enrolment numbers for both MPH and MIPH, that would be very helpful.

As you’ve requested, please note the following expected changes for semester 1, 2019

1) Master of Public Health: increase from 48CP degree to a 72CP degree

2) Master of International Public Health: increase from 48CP degree to a 72CP degree AND name change to Master of Global Health

These full applications are expected to be sent to the Academic Board for their 29 August meeting. I will send you an additional email when we’ve got the other courses to a more developed stage.

Please let me know if there is anything further you need from our side. We look forward to hearing back from you after talking with the compliance team.

Have a lovely rest of the day!

Kerri

KERRI ANTON | Program Manager
THE UNIVERSITY OF SYDNEY
Marie Bashir Building
170 Hawkesbury Road, Westmead | NSW | 2145

E kerri.anton@sydney.edu.au | W www.sydney.edu.au/mmbi | P +61 2 8627 3403 (Westmead)

As I travel between main Campus and Westmead the best way to reach me is via emails.

CRICOS 00028A

This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments. Please think of our environment and only print this email if necessary.
Subject: RE: Library consult- SPH courses to 18-months
Date: Thursday, 13 July 2017 1:21:55 pm Australian Eastern Standard Time
From: Jayne O'Hare
To: Kerri Anton

PH courses to 18-months

Thanks Michelle,

See you then,

Jayne
Hi Folks

I have booked room 318 in Edward Ford for our meeting with library on Thursday at 10.30am.

Cheers

Michelle

MICHELLE DICKSON BA (Hons); PGDip Ed (Adult); PGCert Dev; MEd; Darkinjung/Rigarigo

Senior Lecturer
Department of Teaching & Learning
Program Director, Graduate Diploma in Indigenous Health Promotion
Sydney School of Public Health
Co-ordinator, WUN Indigenous Research Network
http://www.wun.ac.uk/research/indigenous%20research%20network

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I feel honoured to live and work on the lands of the Gadigal people. I am grateful for the footsteps of those who came before me; their footsteps moved us forward despite many challenges. I continue to learn from these footsteps and hope to contribute to new steps into a healthy future for us all.

Hi Folks

I am happy to host in my office, but 318 might be more roomy. I will check and get back to you.

Cheers

Michelle
MICHELLE DICKSON BA (Hons), PGDip Ed (Adult); PGCert Dev; MEd.
Darkinjung/Ngarigo

Senior Lecturer
Director of Teaching & Learning
Program Director, Graduate Diploma in Indigenous Health Promotion
Sydney School of Public Health
Co-ordinator, WUN Indigenous Research Network
http://www.wun.ac.uk/research/Indigenous%20Research%20Network

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I feel honoured to live and work on the lands of the Gadigal people. I am grateful for the footsteps of those who came before me; their footsteps moved us forward despite many challenges. I continue to learn from those footsteps and hope to contribute to new steps into a healthy future for us all.

From: Jayne O'Hare
Sent: Monday, 10 July 2017 9:52 AM
To: Kerri Anton <kerri.anton@sydney.edu.au>; Tim Driscoll <tim.driscoll@sydney.edu.au>
Cc: Michelle Dickson <michelle.dickson@sydney.edu.au>; Nicola Atkin <nicola.atkin@sydney.edu.au>
Subject: RE: Library consult - SFH courses to 18-months

Hi Kerri,

I have marked that date in my calendar. It’s probably easiest if I come to SFH. Where in SFH do you want to meet?

Jayne

From: Kerri Anton
Sent: Monday, 10 July 2017 9:48 AM
To: Jayne O’Hare; Tim Driscoll
Cc: Michelle Dickson; Nicola Atkin
Subject: Re: Library consult - SFH courses to 18-months

Hi Jayne

Great – Nicola is available then as well. Let’s say Thursday at 10:30AM. We are happy to come to you if that is easiest?

Best
Kerri
From: Jayne O'Hare <jayne.ohare@sydney.edu.au>
Date: Thursday, 6 July 2017 1:58 pm
To: Kerri Anton <kerri.anton@sydney.edu.au>, Tim Driscoll <tim.driscoll@sydney.edu.au>
Cc: Michelle Dickson <michelle.dickson@sydney.edu.au>, Nicola Atkin <nicola.atkin@sydney.edu.au>

Subject: RE: Library consult - SPH courses to 18-months

Hi Kerri,

I am free on Thurs any time between 10 and 2pm.

Thanks,

Jayne

---

From: Kerri Anton
Sent: Thursday, July 06, 2017 1:11 PM
To: Jayne O'Hare; Tim Driscoll
Cc: Michelle Dickson; Nicola Atkin

Subject: Library consult - SPH courses to 18-months

Hi Jayne and Tim

While our draft full applications for the course change for the MPH and MGlobHlth are being reviewed by the TLC, Michelle and I thought it would be a good idea to continue with the details still needed to complete. For Section 8.4 we need the following:

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on library resources. The Librarian must complete Appendix 4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.

I wonder if we could sort a time to meet briefly to discuss this and get sign-off for both proposals? My availability for next week is:

Tuesday 11 July anytime before 2PM
Wednesday 12 July before 10AM or 1:30-2PM
Thursday 13 July 10AM – 2PM

Thanks ever so much
Kerri
8.7 Marketing meeting – 18 July 2017

Subject: Re: Master of Global Health Application
Date: Wednesday, 19 July 2017 02:00:00 Australian Eastern Standard Time
From: Lucy Buxton
To: Kerri Anton
CC: Nicola Atkin, Suan Grace

Hi Kerri,

It was really great to catch up and talk through. Thanks for your time.
I am reviewing the proposal and will return to you on Friday. I haven’t edited the Marke4ng and Comms section and will leave for you to comment.

Kind regards,

Lucy

US

DR LUCY BUXTON | Head of Recruitment (Health)
Global Student Recruitment & Mobility
DVC Registrar Portfolio

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Rm 412, Level 4, Jane Foss Russell Building G02 | The University of Sydney | NSW | 2006
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E lucy.buxton@sydney.edu.au
W sydney.edu.au

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From: Kerri Anton <kerri.anton@sydney.edu.au>
Date: Tuesday, 18 July 2017 08:09:31
To: Lucy <lucy.buxton@sydney.edu.au>
Cc: Nicola Atkin <nicola.atkin@sydney.edu.au>, Suan Grace <grace.gruan@sydney.edu.au>
Subject: Master of Global Health Application

Hi Lucy,

Thanks so much for meeting today. Please find attached full application for the Master of Global Health. I would really appreciate any feedback on parts I've left so I have before Friday, that would be really helpful.

Please let me know if you've got any other questions or concerns. I will get back to you about the status of talks with the Business School.

Best,
Kerri
8.8. Letter to the Deputy Vice Chancellor (Registrar) on change to the academic dress

THE UNIVERSITY OF
SYDNEY

Associate Professor Joel Negin
Head of School, Sydney School of Public Health
Associate Professor of International Health

4th August, 2017

Professor Tyrone Carlin
Deputy Vice-Chancellor (Registrar)
A 14- Quadrangle
The University of Sydney
tyron.carlin@sydney.edu.au

Dear Prof Carlin,

Re. Academic Dress

I am writing to request approval of the academic dress for the new Masters of Global Health (replacing the Masters of International Public Health in 2019) - lined with kingfisher blue silk (BCC 104) and edged to a depth of 10 centimetres with scarlet silk (BCC 185).

Yours sincerely,

Joel Negin
Head of School

Sydney School of Public Health
Edward Ford Building (A27)
University of Sydney
NSW 2006

T +61 2 9036 9262
F +61 2 9036 9019
E joel.negin@sydney.edu.au

ABN 15 211 513 454
CRICOS 00028A

Approved by the Academic Board, 3 December 2014
Non-Confidential

| Author                        | Dr Marguerite Tracy  
|                              | Senior Lecturer General Practice, Sydney Medical School |
| Reviewer/Approver            | Associate Professor Patrick Kelly  
|                              | Associate Dean for Postgraduate Coursework for the Sydney Medical School |
| Paper title                  | Major Amendment Proposal: Master of Medicine / Master of Science in Medicine |
| Purpose                      | Sydney Medical School seeks Graduate Studies Committee’s approval for the introduction of a new stream: General Practice and Primary Health Care in the Master of Medicine/Master of Science in Medicine |

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Medicine to introduce a stream in General Practice and Primary Health Care in the Master of Medicine / Master of Science in Medicine and associated award courses;
(2) recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Medicine; and
(3) approve the amendment of course resolutions and the introduction of new units of study arising from this proposal, with effect from 1 January 2019.

EXECUTIVE SUMMARY

This proposal recommends the introduction of a new stream in the Master of Medicine/Master of Science in Medicine in General Practice and Primary Health Care. The stream will be aimed at all health care practitioners providing primary health care services. Approximately half of all new medical graduates specialise in General Practice. Delivery of primary health care services increasingly requires coordination between allied health, nursing and pharmacy services.

New degrees will be offered as follows:
Master of Medicine (Advanced)(General Practice and Primary Health Care)
Master of Medicine (General Practice and Primary Health Care)
Graduate Diploma in Medicine (General Practice and Primary Health Care)
Graduate Certificate in Medicine (General Practice and Primary Health Care)
Master of Science in Medicine (Advanced)(General Practice and Primary Health Care)
Master of Science in Medicine (General Practice and Primary Health Care)
Graduate Diploma in Science in Medicine (General Practice and Primary Health Care)
Graduate Certificate in Science in Medicine (General Practice and Primary Health Care)

The proposed Master of Medicine/ Science in Medicine (General Practice and Primary Health Care) will require the development of a number of new Units of Study and will take advantage of existing courses by cross-listing units of study. The proposed new units of study will also be suitable for cross-listing into the other streams in the Master of Medicine and other existing programs.

The proposed new units of study are as follows:
GPPC5001 Complex problems in primary health care
GPPC5003 Foundations of Primary Health Care
GPPC5005 Evidence and Ethics in Primary Health Care
GPPC5002 Healthy Aging in the Community
Non-Confidential
This proposal aligns with the strategic direction of the University:

• It will improve the coherence of Sydney Medical School’s range of programs by building on similarly structured degrees with stream specific pathways while allowing cross listing of units. It will encourage research-enriched learning by requiring a core research-based unit for all students.

• It will increase the number of high calibre students doing postgraduate coursework degrees. This coursework is relevant to a large cohort of medical professionals. As it becomes established it is possible that, in liaison with RACGP and ACRRM, it may possibly become a component of vocational training in General Practice.

• It will support lifelong learning and provide a foundation for the scientific practice of medicine for medical graduates of all Australasian universities.

As an addition to the already successful Master of Medicine and Master of Science in Medicine structure, the General Practice and Primary Health Care stream can bring new enrolments to the course with the addition of only a few new stream specific units due to the broad nature of Primary Health Care.

The AQF outcomes are not in any way affected by the above listed changes.
## APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

### Resolutions of the Senate

#### 1 Degrees, diplomas and certificates of the Faculty of Medicine

- With the exception of the Doctor of Medicine and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Medicine. The Doctor of Medicine and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.

- This list is amended with effect from 1 January, 2016. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the Faculty at the time.

#### 2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHMEDSCI-01</td>
<td>Doctor of Medical Science</td>
<td>DMedSc</td>
<td>P published work</td>
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**Approved by the Academic Board, 3 December 2014**
### Double degrees

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* may be awarded with honours following a further year of study
^ may be awarded with honours following a further year of study

### Graduate diplomas

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Note: Italicised items below degree names are streams within that degree.

3 Double degrees

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### Graduate certificates

#### 5 Graduate certificates

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APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS TEMPLATE

Graduate Certificate in Medicine
Graduate Diploma in Medicine
Master of Medicine
Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine
Graduate Diploma in Science in Medicine
Master of Science in Medicine
Master of Science in Medicine (Advanced)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCMEDICI-02</td>
<td>Graduate Certificate in Medicine</td>
</tr>
<tr>
<td>GNMEDICI-02</td>
<td>Graduate Diploma in Medicine</td>
</tr>
<tr>
<td>MAMEDICI-04</td>
<td>Master of Medicine</td>
</tr>
<tr>
<td>MAMEDADV-01</td>
<td>Master of Medicine (Advanced)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
   (a) Graduate Certificate
   (b) Graduate Diploma
   (c) Master
   (d) Master (Advanced)

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

5 Streams

(1) Courses are available in the following streams:

For medical graduates:
   (a) Clinical Neurophysiology
   (b) Critical Care Medicine
   (c) General Practice and Primary Health Care
      (d) Internal Medicine
      (e) Metabolic Health
      (f) Paediatric Medicine
      (g) Pharmaceutical & Medical Device Development
      (h) Psychiatry
      (i) Sexual and Reproductive Health
      (j) Sleep Medicine

For non-medical graduates:
   (a) Clinical Neurophysiology
   (b) Critical Care Medicine
   (c) General Practice and Primary Health Care
      (d) Metabolic Health
      (e) Pharmaceutical & Medical Device Development
      (f) Sexual and Reproductive Health

Approved by the Academic Board, 3 December 2014
(4) (g) Sleep Medicine

(2) Candidates may transfer between streams with approval from the relevant stream Course Coordinators.

(3) All of the degrees within this course shall be awarded in the stream in which the candidate enrols. The testamur for the degree shall specify the stream.

(4) Completion of a pathway if available within a stream is not a requirement of completing the course and candidates have the option of completing the course only in one pathway.

6 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Graduate Certificate in Medicine requires:

(a) a medical degree from the University of Sydney or equivalent qualification;

(3) Admission to the Graduate Diploma in Medicine requires:

(a) a medical degree from the University of Sydney or equivalent qualification.

(4) Admission to the Master of Medicine requires:

(a) a medical degree from the University of Sydney or an equivalent qualification.

(5) Admission to the Psychiatry stream requires:

(a) a medical degree from the University of Sydney or an equivalent qualification; and

(b) employment in an accredited psychiatry training position or equivalent experience.

(6) Admission to the Internal Medicine streams requires current medical registration in an Australian or New Zealand jurisdiction and current or prior employment in a clinical setting in an Australian or New Zealand jurisdiction.

(7) Admission to the Graduate Certificate in Science in Medicine requires:

(a) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or

(b) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.

(8) Admission to the Graduate Diploma in Science in Medicine will require:

(a) successful completion of the embedded Graduate Certificate in Science in Medicine; or

(b) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or

(c) for admission to Sexual and Reproductive Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.

(9) Admission to the Master of Science in Medicine requires:

(a) successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine or equivalent qualification; or

(b) a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or

(c) a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or

(d) a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience.

and

(e) for admission to the Clinical Neurophysiology, General Practice and Primary Health Care, and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential.

(9) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:

(a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine, and have completed the compulsory research methods unit in their stream as applicable;

(b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and

(c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award

(1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.

Approved by the Academic Board, 3 December 2014
(2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
   (a) 24 credit points of stream specific units of study;

(3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
   (a) 6 credit points of compulsory units of study, and
   (b) 24 credit points of stream specific units of study, and
   (c) 6 credit points of stream specific or general elective units of study;

(4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
   (a) 12 credit points of compulsory units of study, and
   (b) 24 credit points of stream specific units of study, and
   (c) 12 credit points of stream specific or general elective units of study.

(5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
   (a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
   (b) 12 credit points of project, dissertation or stream specific units of study.

8 Transitional Provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2018 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2018. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
### Table of Units of study: General Practice and Primary Health Care

<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 Session</th>
<th>Session</th>
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<tbody>
<tr>
<td><strong>GRADUATE CERTIFICATE IN MEDICINE STUDENTS</strong></td>
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<tr>
<td>GPPC5001 Complex problems in primary health care</td>
<td>6</td>
<td>New unit for 2019</td>
<td>A: GPPC5003</td>
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<td>1</td>
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<tr>
<td>GPPC5002 Healthy Aging in the Community</td>
<td>6</td>
<td>New UOS for 2020</td>
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</tr>
<tr>
<td>GPPC5003 Foundations of Primary Health Care</td>
<td>6</td>
<td>New UOS for 2019</td>
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<td>S2CIJL and S2CINO</td>
</tr>
<tr>
<td>DERM5001 Essential Dermatology</td>
<td>6</td>
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</tr>
<tr>
<td>MBHT5001 Diabetes management</td>
<td>6</td>
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<td></td>
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<td>1</td>
</tr>
<tr>
<td>MBHT5002 Advanced Diabetes Management</td>
<td>6</td>
<td>A: A reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings</td>
<td>P: MBHT5001 Departmental permission required unless MBHT5001 satisfactorily completed beforehand</td>
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<tr>
<td>MBHT5004 Cardiovascular and metabolic management</td>
<td>6</td>
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<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>MBHT5003 Obesity and Pre-diabetes: Prevention and Care</td>
<td>6</td>
<td>A: This unit is intended for students who have experience and understanding in clinical care of patients. Most of the subject matter and assessments are based on clinical management processes.</td>
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</tr>
<tr>
<td>BMRI5003 Clinical psychiatry I</td>
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<tr>
<td>INTM5003 Basic Rheumatology</td>
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<tr>
<td>INTM5004 Basic Respiratory Medicine</td>
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<td>MEDF5002 Teaching in the Clinical Environment</td>
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<td><strong>GRADUATE DIPLOMA IN MEDICINE STUDENTS</strong></td>
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<td>Students must complete 6 credit points of compulsory units of study</td>
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<tr>
<td>CEPI5100 Introduction</td>
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</table>
Students must complete 24 credit points of stream specific units of study

Students must select 24 credit points of study from the units listed below:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Notes</th>
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<tbody>
<tr>
<td>GPPC5001</td>
<td>Complex problems in primary health care</td>
<td>6</td>
<td>New unit for 2019</td>
</tr>
<tr>
<td>GPPC5002</td>
<td>Healthy Aging in the Community</td>
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<td>New UOS for 2020</td>
</tr>
<tr>
<td>GPPC5003</td>
<td>Foundations of Primary Health Care</td>
<td>6</td>
<td>New UOS for 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This unit of study is aimed at international students</td>
</tr>
<tr>
<td>DERM5001</td>
<td>Essential Dermatology</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MBHT5001</td>
<td>Diabetes management</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MBHT5002</td>
<td>Advanced Diabetes Management</td>
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<tr>
<td></td>
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<td></td>
<td>P: MBHT5001</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
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<td>MBHT5004</td>
<td>Cardiovascular and metabolic management</td>
<td>6</td>
<td></td>
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<td>Basic Respiratory Medicine</td>
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<tr>
<td>MEDF5002</td>
<td>Teaching in the Clinical Environment</td>
<td>6</td>
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Students must complete 6 credit points of Stream Specific Units of Study or General Elective Units of study (see table below)

MASTER OF MEDICINE students

Students must complete 12 credit points of compulsory units of study

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Notes</th>
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<tbody>
<tr>
<td>CEPI5100</td>
<td>Introduction to Clinical Epidemiology</td>
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</table>
### Students must complete 24 credit points of stream specific units of study

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Points</th>
<th>Notes</th>
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<td></td>
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<td>A: GPPC5003</td>
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<td>Cardiovascular and metabolic management</td>
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<td></td>
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<td>MBHT5003</td>
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<td>BMRI5003</td>
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<td>INTM5003</td>
<td>Basic Rheumatology</td>
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<tr>
<td>INTM5004</td>
<td>Basic Respiratory Medicine</td>
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<tr>
<td>MEDF5002</td>
<td>Teaching in the Clinical Environment</td>
<td>6</td>
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</tbody>
</table>

### Students must complete 12 credit points from Stream Specific Units of Study (listed above) or General Elective Units of study (see table below)

### MASTER (ADVANCED) students

**Students must complete 48 credit points of the Master program and an additional 12 credit points of project work.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>MEDF5301</td>
<td>Project (Advanced Masters)</td>
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<tr>
<td>MEDF5302</td>
<td>Project (Advanced Masters) (Part A)</td>
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Approved by the Academic Board, 3 December 2014
<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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<tr>
<td>INTM5002</td>
<td>Basic Neurology</td>
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<td>INTM5005</td>
<td>Basic Gastroenterology</td>
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<tr>
<td>INTM5006</td>
<td>Basic Endocrinology</td>
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<td>INTM5007</td>
<td>Basic Renal Medicine</td>
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<td>INTM5014</td>
<td>Cardiology</td>
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<td>INTM5102</td>
<td>Advanced Neurology</td>
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<td>INTM5103</td>
<td>Advanced Rheumatology</td>
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<td>INTM5104</td>
<td>Advanced Respiratory Medicine</td>
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<td>Advanced Endocrinology</td>
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<td>INTM5107</td>
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<tr>
<td>CEPI5102</td>
<td>Literature Searching</td>
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<td>NCEPI5315</td>
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<tr>
<td>CEPI5315</td>
<td>Introduction to Systematic reviews</td>
<td>6</td>
<td>C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5102 or CEPI5314</td>
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<tr>
<td>CEPI5215</td>
<td>Writing and reviewing Medical Papers</td>
<td>6</td>
<td>P PUBH5018 and (CEPI5100 or PUBH5010). Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience N CEPI5214</td>
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<tr>
<td>PUBHXXXX</td>
<td>Qualitative Health Research</td>
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<td>PUBH5018</td>
<td>Introductory Biostatistics</td>
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<td>BETH5204</td>
<td>Clinical Ethics</td>
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<td>CEPI5306</td>
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<td>MEDF5005</td>
<td>Health Research Methods and Ethics</td>
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<tr>
<td>HPOL5000</td>
<td>Introduction</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PUBH5422</td>
<td>Health and Risk Communication</td>
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<tr>
<td>PUBH5419</td>
<td>Falls prevention in Older People</td>
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<td>PAIN5021</td>
<td>Acute pain</td>
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<td>PAIN5019</td>
<td>Pain in Older People</td>
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<td>PAIN5004</td>
<td>Pain Conditions</td>
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<td>PAIN5014</td>
<td>Cancer Pain</td>
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<td>PAIN5020</td>
<td>Complementary Therapies: Pain Management</td>
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<td>PAIN5017</td>
<td>Disability and Pain Rehabilitation</td>
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<td>PAIN5001</td>
<td>Introduction to pain management</td>
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<td>1a/2b</td>
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<td>PAIN5002</td>
<td>Pain Mechanisms and Contributors</td>
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<td>1a/2b</td>
</tr>
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<td>PAIN5003</td>
<td>Pain Treatment and Management Principles</td>
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<td>1a/2b</td>
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<td>BMRI5050</td>
<td>Clinical psychiatry II</td>
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<td>BMRI5006</td>
<td>Cognitive Behaviour Therapy</td>
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<td>SEXH5405</td>
<td>Contraception and Reproductive Health</td>
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<td>SEXH5402</td>
<td>Intro Counselling for Health Professions</td>
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<td>SEXH5407</td>
<td>Sex Gender and Sexuality</td>
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<td>SEXH5008</td>
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<td>Medical Management of Interpersonal Violence</td>
<td>6</td>
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<tr>
<td>MBHT5002</td>
<td>Advanced Diabetes Management</td>
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</tbody>
</table>

A A reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings

P MBHT5001 Departmental permission required unless MBHT5001 satisfactorily completes

Approved by the Academic Board, 3 December 2014
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credits</th>
<th>Offered Years</th>
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<tbody>
<tr>
<td>SLEE5101</td>
<td>Introduction to Sleep Medicine</td>
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<tr>
<td>PAED5003</td>
<td>General and Developmental Paediatrics</td>
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<td>This unit of study is only offered in even numbered years 1/2</td>
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<tr>
<td>PAED5001</td>
<td>Paediatric Immunisation</td>
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<td>This unit of study is only offered in odd numbered years 2</td>
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<tr>
<td>PMED5100</td>
<td>Paediatric Infectious Diseases</td>
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<tr>
<td>PMED5102</td>
<td>Paediatric Nutrition and Obesity</td>
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<td>This unit of study is only offered in odd numbered years 2</td>
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<tr>
<td>*PAED5002</td>
<td>Adolescent medicine</td>
<td>6</td>
<td>This unit of study is only offered in even numbered years 2</td>
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<tr>
<td>SEXH5205</td>
<td>Advanced Adolescent Sexual Health</td>
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<tr>
<td>PMED5101</td>
<td>Paediatric Asthma and Allergy</td>
<td>6</td>
<td>This unit of study is only offered in even numbered years 2</td>
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<tr>
<td>BMRI5052</td>
<td>Child and Youth Mental Health</td>
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<td>A BMRA5003 and BMRI5050N BMRI5011 or BMRI5010 1</td>
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<tr>
<td>MIPH5008</td>
<td>Travel and Tropical Medicine</td>
<td>2</td>
<td>Intensive October</td>
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<tr>
<td>MIPH5116</td>
<td>Culture, Health, Illness and Medicine</td>
<td>4</td>
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<td>MIPH5112</td>
<td>Global Communicable Disease Control</td>
<td>4</td>
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<td>MIPH5134</td>
<td>Primary Care in Low resource Settings</td>
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<tr>
<td>PUBH5116</td>
<td>Genetics and Public Health</td>
<td>4</td>
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<td>PUBH5118</td>
<td>Indigenous health promotion</td>
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<td>Note: Department permission required for enrolment 2</td>
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<td>NURS5096</td>
<td>Expanding Primary Health Care Practice</td>
<td>6</td>
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</table>

Table of Units of study: Science in Medicine (General Practice and Primary Health Care)
### GRADUATE CERTIFICATE SCIENCE IN MEDICINE STUDENTS

Students must complete 24 credit points of stream-specific units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition Session</th>
<th>Session</th>
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<tbody>
<tr>
<td>GPPC5001 Complex problems in primary health care</td>
<td>6</td>
<td>New unit for 2019</td>
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<td></td>
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<td>A: GPPC5003</td>
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<tr>
<td>GPPC5003 Foundations of Primary Health Care</td>
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<td>New UOS for 2019</td>
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<td></td>
<td>S2CIJL and S2CINO</td>
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<td>DERM5001 Essential Dermatology</td>
<td>6</td>
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<tr>
<td>MBHT5001 Diabetes management</td>
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<tr>
<td>MBHT5002 Advanced Diabetes Management</td>
<td>6</td>
<td>A: A reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings</td>
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<tr>
<td>MBHT5003 Obesity and Pre-diabetes: Prevention and Care</td>
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<td>A: This unit is intended for students who have experience and understanding in clinical care of patients. Most of the subject matter and assessments are based on clinical management processes.</td>
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<tr>
<td>MEDF5002 Teaching in the Clinical Environment</td>
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### GRADUATE DIPLOMA SCIENCE IN MEDICINE STUDENTS

Students must complete 6 credit points of compulsory units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
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<th></th>
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<tbody>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
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Students must complete 24 credit points of stream specific units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition Session</th>
<th>Session</th>
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<td>GPPC5002 Healthy Aging in the Community</td>
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<td>New UOS for 2020</td>
<td></td>
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<tr>
<td>GPPC5003 Foundations of Primary Health Care</td>
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<td>New UOS for 2019</td>
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<td>S2CIJL and S2CINO</td>
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<td>Notes</td>
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</table>
| DERMS5001      | Essential Dermatology                      | 6             | A: A reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings  
P: MBHT5001  
Departmental permission required unless MBHT5001 satisfactorily completes beforehand |
| MBHT5002       | Advanced Diabetes Management               | 6             | A: A reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings  
P: MBHT5001  
Departmental permission required unless MBHT5001 satisfactorily completes beforehand |
| MBHT5003       | Obesity and Pre-diabetes: Prevention and Care | 6             | A: This unit is intended for students who have experience and understanding in clinical care of patients. Most of the subject matter and assessments are based on clinical management processes. |
| MEDF5002       | Teaching in the Clinical Environment        | 6             | students must complete 6 credit points of Stream Specific Units of Study or General Elective Units of Study (see table below) |
| GPPC5001       | Complex problems in primary care           | 6             | New unit for 2019  
A: GPPC5003 |
| GPPC5002       | Healthy Aging in the Community             | 6             | New UOS for 2020 |
| GPPC5003       | Foundations of Primary Health Care         | 6             | New UOS for 2019  
This unit of study is aimed at international students  
S2CUL and S2CINO |
| DERM5001       | Essential Dermatology                      | 6             | A: A reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings  
P: MBHT5001  
Departmental permission required unless MBHT5001 satisfactorily completes beforehand |
| MBHT5003       | Obesity and Pre-diabetes: Prevention and Care | 6             | A: This unit is intended for students who have experience and understanding in clinical care |

**Students must complete 6 credit points of Stream Specific Units of Study or General Elective Units of Study (see table above)**

**MASTER of SCIENCE IN MEDICINE students**

**Students must complete 12 credit points of compulsory units of study**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Notes</th>
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</table>
| CEPI5100       | Introduction to Clinical Epidemiology      | 6             | 1,2  
P: CEPI5100 and 18 credit point of stream specific units of study |
| GPPC5005       | Evidence and Ethics in Primary Care        | 6             | Capstone unit – offered from 2019  
P: CEPI5100 and 18 credit point of stream specific units of study |

**Students must complete 24 credit points of stream specific units of study**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
</table>
| GPPC5001       | Complex problems in primary health care    | 6             | New unit for 2019  
A: GPPC5003 |
| GPPC5002       | Healthy Aging in the Community             | 6             | New UOS for 2020 |
| GPPC5003       | Foundations of Primary Health Care         | 6             | New UOS for 2019  
This unit of study is aimed at international students  
S2CUL and S2CINO |
| DERM5001       | Essential Dermatology                      | 6             | 2  
P: MBHT5001 |
| MBHT5002       | Advanced Diabetes Management               | 6             | 2  
P: MBHT5001  
Departmental permission required unless MBHT5001 satisfactorily completes beforehand |

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and Care

Students must complete 12 credit points from Stream Specific Units of Study (listed above) or General Elective Units of study (see table below)

**MASTER (ADVANCED) students**

Students must complete 48 credit points of the Master program and an additional 12 credit points of project work.

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>MEDF5302</td>
<td>Project (Advanced Masters) (Part A)</td>
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<tr>
<td>MEDF5303</td>
<td>Project (Advanced Masters) (Part B)</td>
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</table>

**General elective units of study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<tr>
<td>CEPI5102</td>
<td>Literature Searching</td>
<td>2</td>
<td>NCEPI5315</td>
</tr>
<tr>
<td>CEPI5315</td>
<td>Introduction to Systematic reviews</td>
<td>6</td>
<td>C CEPI5100 or PUBH5010 N CEPI5203 or CEPI5102 or CEPI5314 1</td>
</tr>
<tr>
<td>CEPI5215</td>
<td>Writing and reviewing Medical Papers</td>
<td>6</td>
<td>P PUBH5018 and (CEPI5100 or PUBH5010). Students without the pre-requisites are encouraged to contact the unit coordinator to discuss their motivation and experience N CEPI5214 1/2</td>
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<tr>
<td>PUBHXXXX</td>
<td>Qualitative Health Research (to replace existing 4 cp QUAL5005)</td>
<td>6</td>
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<tr>
<td>PUBH5018</td>
<td>Introductory Biostatistics</td>
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<tr>
<td>BETH5204</td>
<td>Clinical Ethics</td>
<td>6</td>
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<tr>
<td>CEPI5306</td>
<td>Clinical Practice Guidelines</td>
<td>2</td>
<td>A clinical experience strongly recommended 2a</td>
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<tr>
<td>MEDF5005</td>
<td>Health Research Methods and Ethics</td>
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<tr>
<td>HPOL5000</td>
<td>Introduction to Health Policy</td>
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<tr>
<td>PUBH5422</td>
<td>Health and Risk Communication</td>
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<tr>
<td>PUBH5419</td>
<td>Falls prevention in Older People</td>
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<td>PAIN5019</td>
<td>Pain in Older People</td>
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<td>PAIN5004</td>
<td>Pain Conditions</td>
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<td>1b/2b</td>
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<tr>
<td>PAIN5014</td>
<td>Cancer Pain</td>
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<td>PAIN5020</td>
<td>Complementary Therapies: Pain Management</td>
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<tr>
<td>PAIN5017</td>
<td>Disability and Pain Rehabilitation</td>
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<tr>
<td>PAIN5001</td>
<td>Introduction to pain management</td>
<td>6</td>
<td>1a/2b</td>
</tr>
<tr>
<td>PAIN5002</td>
<td>Pain Mechanisms and Contributors</td>
<td>6</td>
<td>1a/2b</td>
</tr>
<tr>
<td>PAIN5003</td>
<td>Pain Treatment and Management Principles</td>
<td>6</td>
<td>1a/2b</td>
</tr>
<tr>
<td>SEXH5405</td>
<td>Contraception and Reproductive Health</td>
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<td>SEXH5402</td>
<td>Intro Counselling for Health Professions</td>
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<td>SEXH5407</td>
<td>Sex Gender and Sexuality</td>
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<td>Sex and Society</td>
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<td>N SEXH5414</td>
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<td>SEXH5401</td>
<td>Introduction - HIV, STIs and Sexual Health</td>
<td>6</td>
<td>1/2</td>
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<td>SEXH5409</td>
<td>Medical Management of Interpersonal Violence</td>
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<tr>
<td>MBHT5002</td>
<td>Advanced Diabetes Management</td>
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</table>

For MBHT5002 Advanced Diabetes Management:
A reasonable working knowledge of how to approach assessment and management of diabetes mellitus in a variety of clinical settings

P MBHT5001

Departmental permission required unless MBHT5001 satisfactorily completes beforehand.

<table>
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<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Elective Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLEE5101</td>
<td>Introduction to Sleep Medicine</td>
<td>6</td>
<td>1/2</td>
</tr>
<tr>
<td>SEXH5205</td>
<td>Advanced Adolescent Sexual Health</td>
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<tr>
<td>BMRI5052</td>
<td>Child and Youth Mental Health</td>
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For BMRI5052 Child and Youth Mental Health:
A BMRA5003 and BMRI5050
N BMRI5011 or BMRI5010

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<table>
<thead>
<tr>
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<th>Credit Units</th>
<th>Duration</th>
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<td>MIPH5116 Culture, Health, Illness and Medicine</td>
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<tr>
<td>MIPH5112 Global Communicable Disease Control</td>
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<tr>
<td>MIPH5134 Primary Care in Low resource Settings</td>
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<td>PUBH5116 Genetics and Public Health</td>
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<td>PUBH5118 Indigenous health promotion</td>
<td>4</td>
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<td>Note: Department permission required for enrolment</td>
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<tr>
<td>INFO9003 IT for Health Professionals</td>
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<tr>
<td>PHAR7811 – Evidence-based Complementary Medicine 1&quot;</td>
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<tr>
<td>NURS5096 Expanding Primary Health Care Practice</td>
<td>6</td>
<td>1 (Block mode)</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 7: AQF COMPLIANCE

Background: These degrees will be offered to health professionals wishing to further their understanding in their specific field of study (Stream)

The Medicine (Stream) and the Science in Medicine (Stream) share common elements and the same basic structure but have different admission requirements. Only medical graduates may apply for admission to the Medicine (Stream) while non-medical graduates may be admitted to the Science in Medicine (Stream).

Learning Outcomes: The learning outcomes for the Graduate Certificate, Graduate Diploma and Master are outlined in section 3.1.3 of this document.

We are able to meet the AQF Level 8 and Level 9 outcomes for the following reasons:

- Students come from varied health professional backgrounds and all (with very few exceptions) bring prior knowledge, skills and graduate attributes from their professional preparation degree program. This preparation for health practice has direct relevance and application to ongoing professional practice.
- All students are provided with intensive training in core theory and its application to practice (as relevant to each particular stream). This knowledge provides a strong foundation from which students can then build and develop their understanding and skills.
- The achievement of Level 8 and Level 9 outcomes by our graduates is demonstrated by employment outcomes.
- The assessment within the units of study test that AQF Level 8 and Level 9 outcomes are met in a number of contexts as set out in section 3.2.2 of this document.

These arguments are briefly elaborated below

- Students come from varied health professional backgrounds but all bring foundational knowledge, skills and graduate attributes from their professional preparation degree program.

All students are qualified health professionals who have previously completed a profession specific degree in a particular health discipline or have a depth of workplace experience. In this way, the Graduate Diploma and the Masters program builds on students’ existing knowledge in their field of practice.

Most (if not all) students have some clinical experience, thus enabling a rich resource base for learning with other health professionals in their chosen stream. Furthermore the diversity of the professions represented in the student cohort each year provides an effective framework for developing knowledge and skills about the benefits and challenges associated with a multidisciplinary approach to healthcare.

We propose to continue to accept students from a wide range of health disciplines and specialty areas. Students with an AQF Level 8 qualification in a health-related discipline will be admitted directly into the Master of Science in Medicine program. Similarly students with a level 7 AQF qualification in a health-related discipline who have completed work equivalent to a first or second class honours bachelor's degree will also be admitted directly into the Masters of Science in Medicine program.

Only students with a medical qualification will be admitted into the Master of Medicine and embedded degrees.

- Students are provided with intensive training in core theory and its application to practice

The Graduate Certificate in Medicine (Stream) and the Graduate Certificate in Science in Medicine (Stream) are comprised of 24 credit points in total. The Graduate Diploma in Medicine (Stream) and the Graduate Diploma in Science in Medicine (Stream) are comprised of 36 credit points in total. The Master of Medicine (Stream) and the Master of Science in Medicine (Stream) comprise 48 credit points in total. Students who maintain a weighted average mark of at least 75 per cent in 24 credit points of stream-specific units of study and who have completed the Masters degree may apply to undertake the Master of Medicine (Advanced) (Stream) and the Master of Science in Medicine (Advanced)(Stream), comprising 60 credit points in total.

Each of these degree options require all students to complete a number of compulsory and/or stream

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specific units of study. This compulsory and stream specific requirement provides a rigorous and intensive training in the foundational knowledge and skills for an individual stream. The stream specific or general electives offer students opportunities to study, for example, education, healthcare safety, management for a broader perspective of their field, or stream specific topics in more detail.

The Master programs include a capstone unit, which requires students to demonstrate their synthesis of the principles and practices within their chosen stream. The remaining credit points are taken as stream specific or general elective units or additional stream specific units of study that allow students to delve deeper in areas of need and/or professional interest.

- **The achievement of Level 8 and Level 9 outcomes by our graduates is demonstrated by employment outcomes**

SMS graduates are highly regarded, nationally and internationally. Graduates assume a variety of leadership roles and are highly sought after professionals.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Nina Koutts, Senior Planning Analyst, Planning and Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Kubra Chambers, Director, Institutional Analytics and Planning</td>
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<tr>
<td>Paper title</td>
<td>Master of Public Health</td>
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<tr>
<td>Purpose</td>
<td>The purpose of this document is to provide the committee with a summary of issues relating to the amendment of this course.</td>
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**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Medicine to amend the Master of Public Health and the Graduate Diploma in Public Health;
2. recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Medicine; and
3. approve the amendment of course resolutions and units of study arising from this proposal, with effect from 1 January 2019.

**EXECUTIVE SUMMARY**

The information below was presented to the CCPC at its meeting of 25 September 2017, and the proposal was endorsed for presentation to the University Executive meeting of 12 October 2017. The proposal was endorsed by the University Executive to proceed to the Academic Board for approval.

The faculty proposes to extend the duration of the Master of Public Health (MPH) from 48 to 72 credit points for award. The primary reasons for this are to improve the appropriateness, coverage and scope and quality of public health education for students and to ensure the degree clearly meets AQF requirements for a Level 9 degree.

The proposed amended course will replace both the existing 48cp Master of Public Health and the 60cp MPH extension courses (the MPH (Professional Practice), and MPH (Chronic Disease Prevention)). The Graduate Diploma in Public Health will also be extend from 36 to 48cp. The changes in course length will require a new degree code, and a new CRICOS code for the revised course, which may affect international applicants during the transition period.

Fees for the revised Master of Public Health are consistent with 2017 fees for the faculty, placing them in the Select pricing band under the 3S pricing strategy. The faculty notes that students will face increased costs due to the additional course duration, and that this may affect recruitment in the short term until the revised program can build its reputation. The faculty has undertaken some modelling to assess impacts on viability, and advises that even with a substantial reduction in fee-paying course enrolments, the amended MPH course would remain viable.

Consistent with our advice regarding the faculty's related proposal for the Master of Global Health, IAP advises that in light of the government-proposed changes to postgraduate CSP allocation, the faculty should review its assumptions around the continuing availability of CSP places, and determine minimum thresholds of viability for the course without CSPs.
Course management template

Use this template to:

- propose a **new course** of study following approval of an EOI
- propose an **amendment to an existing course** of study
- request the **deletion of a course** of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd

For all purposes, please complete these key details:

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<th>New course</th>
<th>Amended course</th>
<th>Deletion of a course</th>
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<td>New Resolutions are appended to this submission</td>
<td>☒ Amended course</td>
<td>Amended Resolutions are appended to this submission</td>
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<tr>
<td>☐ Deletion of a course</td>
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**Name of course**  
Master of Public Health

<table>
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<tr>
<td>Managing faculty</td>
<td>Medicine</td>
</tr>
<tr>
<td>Name of proponent</td>
<td>Professor Tim Driscoll</td>
</tr>
<tr>
<td>Telephone</td>
<td>9351 4372</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Tim.driscoll@sydney.edu.au">Tim.driscoll@sydney.edu.au</a></td>
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Version date  
☒ Postgraduate coursework  
☐ Postgraduate research

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<tr>
<td>Dean</td>
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<td>Date</td>
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<tr>
<td>Faculty Manager</td>
<td>Date</td>
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<tr>
<td>Deputy Vice-Chancellor (Education)</td>
<td>Date</td>
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<tr>
<td>Divisional Finance Director</td>
<td>Date</td>
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<td>Part 2</td>
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<td>Head of Recruitment</td>
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<td>Library Director</td>
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Approved by the Academic Board, 3 December 2014
About the course management template

This template combines and replaces the University’s New Course Proposal and Course Amendment templates. You should also complete relevant sections of this template if you are requesting the deletion of a course. For each purpose, relevant sections are marked on the Contents page overleaf.

The proposal of any new course of study is a significant addition to the academy. Before starting on a new course proposal using this template, please submit your Expression of Interest to the Curriculum and Course Planning Committee at pio.ccpc@sydney.edu.au

As a proponent you are required to describe in detail the pedagogical aims and outcomes of the course, and provide thorough details of its content and structure. You must also evidence consultation within the University and, if necessary, outside the University, with relevant professional or industrial bodies. Evidence that you have undertaken analysis supporting the long-term financial viability of the proposed course, and aligning the course with the University’s broader strategy and place in the sector, must be provided with your proposal. This template sets out guidelines relating to each of these requirements.

An amendment to an existing course may be made for various reasons. In most cases an amendment impacts the delivery of the course – whether the addition of a new major or area of specialisation, or the creation of new capstone or professional experience integral to completion requirements, or a change in the structure of the course – and for this reason it is necessary that you provide as part of your amendment proposal the same level of detailed analysis, review and consultation required for new course proposals.

The course management template includes components supporting course creation and course structure in Sydney Student. Your proposal will include details about defined collections of Units of Study to be offered in the course. Collections inform online Unit of Study selection by students, provide the basis for results processing and progression rules, and are essential for the publication of handbooks.

This requirement applies equally to new courses and course amendments. If you are proposing the introduction of a new major or specialisation, or the distinction of a stream or streams of study, or changes to the award requirements for a course, you must also provide details of Unit of Study collections affected or required by the amendment.

The deletion of a course may impact or be perceived to impact commencing students and applicants as well as continuing (enrolled) students. It is important that consideration is given to whether there are promotional documents in circulation or applications in train for the course, whether offers have already been made and tuition fee deposits paid by commencing international students, or whether they are already enrolled in related, preparatory English language courses or foundation studies. Continuing students may have valid questions about the viability of the award for which they are enrolled; the faculty should be prepared to provide appropriate advice or guidance to continuing students, and must provide evidence of satisfactory arrangements to ensure students can complete their course of study or transition to an alternative course.

Enquiries about parts of this template may be submitted to the business unit listed against each item on the Contents page overleaf.
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<td>Appendix 5</td>
<td>Reference: Session codes</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Reference: Campus codes</td>
<td>Student Centre</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Appendix 7</td>
<td>AQF compliance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Abbreviations**

FPA = Financial Planning and Analysis  
MC = Marketing and Communications (Office of the Vice-Chancellor)  
PIO = Planning and Information Office (Provost and DVC)  
SRA = Student Recruitment and Admissions (DVC and Registrar)  
Y = Yes, please complete this section
PART 1: Strategy and marketing analysis

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

This proposal is to change the Master of Public Health (MPH) from a 48 credit point to a 72 credit point degree. The primary reasons for this are to improve the appropriateness, coverage and scope and quality of public health education for our students and to ensure the degree clearly meets AQF requirements for a Level 9 degree.

The MPH at the University of Sydney has essentially been a 48 credit point degree since its inception, although up until the late 1990s students had to undertake an additional 12 credit points to complete a treatise. The increasing scope of knowledge and skills required to have a reasonable grasp of the fundamentals of public health has meant that it is difficult for students to gain the necessary learning in 48 credit points. In addition, the AQF requirements strongly suggest a Masters degree should be at least 72 credit points and the vast majority of MPH degrees in Australia (and elsewhere) are the equivalent of 72 credit points or more.

The proposed 18-month MPH has a strong pedagogical basis but also directly reflects key aspects of the 2016-2020 Strategic Plan. In particular, the revised MPH will transform the learning experience for our academics and students and help to develop leaders within our graduates; embed University values in the students; provide more opportunity for experiential learning through placements; and continue to break down institutional barriers in the delivery of the course and the way our graduates work in the community.

The key reason for changing from a 12-month to an 18-month degree is to make the changes to the scope, content and delivery considered necessary to keep the University’s MPH as the premier MPH offering in the country and one of the leading MPH degrees worldwide. This is consistent with the Strategic Plan’s focus on excellence in education arising from “...innovation, experimentation and iterative re-design, and that is alive to new developments in pedagogy and advances in knowledge.”. There is also a strong emphasis in the course on cultural competence, in particular in terms of “...looking for, and understanding, the context of those engaged in, or affected by, our research and education.”.

1.2 Summary of internal consultation with other faculties and business services units

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Sep 2016</td>
<td>Prof Pip Pattison (DVC-E)</td>
<td>E-mail</td>
<td>Appendix 8.1</td>
</tr>
<tr>
<td>21 Feb 2017</td>
<td>Christopher Maunder (marketing)</td>
<td>E-mail</td>
<td>Appendix 8.2</td>
</tr>
<tr>
<td>28 Feb 2017</td>
<td>Lucy Buxton and Grace Guan (student recruitment for Medicine)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.3</td>
</tr>
<tr>
<td>1 Jun 2017</td>
<td>Laurie Guthrie and Jacki Hecek (marketing for Medicine), Lucy Buxton and Grace Guan (student recruitment for Medicine), Dr Michelle Dickson (head of Teaching and Learning, School of Public Health), Alison Birt (Executive Officer, School of Public Health)</td>
<td>Meeting</td>
<td>Meeting invite list attached in Appendix 8.4</td>
</tr>
<tr>
<td>14 Jun 2017</td>
<td>Wencong Chai (Head of Admissions), Karen Hui (admissions)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.5</td>
</tr>
<tr>
<td>13 Jul 2017</td>
<td>Jayne O’Hare (Library Liaison, School of Public Health)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.6</td>
</tr>
<tr>
<td>18 Jul 2017</td>
<td>Lucy Buxton and Grace Guan (student recruitment for Medicine)</td>
<td>Meeting</td>
<td>Email, attached in Appendix 8.7</td>
</tr>
<tr>
<td>24 July 2017</td>
<td>Laurie Guthrie and Jacki Hecek (marketing for Medicine), Lucy Buxton and Grace Guan (student recruitment for Medicine), Prof Tim Driscoll (Director, MPH), Dr Giselle Manalo (MIPH)</td>
<td>Marketing Brainstorming meeting</td>
<td>Meeting invite list attached in Appendix 8.8</td>
</tr>
</tbody>
</table>

*Evidence of the consultation process and outcome(s) achieved should be attached
1.3 Market Analysis (use this space, to a maximum one page)

The University’s Marketing and Communications group have been consulted and are supportive of the proposal. Chris Maunder, Marketing Manager for Health at the University has written in response to our discussions about the proposed change in an email received on 21/2/2017: “There is an increasingly competitive environment, with new degrees offered in the public health space by Macquarie, UTS, ACU. As such the School of Public Health has expressed a need to recast its flagship products as truly premium offerings. This approach would build on the School’s long history, nationally-leading research and unparallelled alumni and professional networks. It would act as a clear differentiator in the market. Applications and enrolments for the MPH and MIPH have been consistently strong over a long period of time and this demonstrates a clear desire in the market for the programs. The proposed variations will make the degrees AQF compliant and are in line with offerings from most competitors in Australia, which should make them even more attractive”.

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

The MPH has been running successfully for many decades and in the last ten years has increased annual enrolments from approximately 120 to a little over 250 students. These increased numbers have been stable for the last three years. We expect that enrolments will fall as a result of moving to an 18-month degree, due to the higher costs per student for the degree and the availability of one-year courses in the Sydney basin. It is hard to confidently predict what effect there may be on enrolment numbers, but most MPH degrees in Australia, and most in Sydney, are 18-month or 24-month courses. Our estimate is a drop in numbers of not more than about 25% or 30%.

The School of Public Health will continue to work closely with the Global Student Recruitment and Mobility unit to optimise the publicity of this course. GSRM will promote the new program via a variety of recruitment channels including but not limited to:

- Postgraduate Information Evenings
- Masterclass series
- Specialised online webinars
- International recruitment events in key markets
- Agent briefings
- SPH briefing to GSRM, Admissions, Contact Centre
- Sydney Courses

Support from SPH will be key for representation and promotion of the program, for example at international events and possible industry engagement activities. It has been noted by GSRM and the International sponsorship team that there is potential recruitment risk to extending to 18mo while maintaining higher course fees than competitors. This risk could be reduced by securing CSP and/or Faculty scholarship opportunities to support students while the new 18mo program is established in market and builds reputation. It will be important to offer the new program in a mixed mode, catering for the working professional audience. It will also be key to distinguish the curriculum, student opportunities, capstone project etc that distinguishes the new 18mo program from other, shorter programs, in market. Semester 1 and 2 entry is also important to capitalise on the domestic and international markets.

Fostering engagement and active support among priority stakeholders and key opinion leaders. These stakeholder groups include not only students who will undertake this course, but also engaging and responding to industry needs by producing aligning graduate attributes with workforce needs. Professional networks are key to success in launching the new steams to market. With the support of the School of Public Health we will plan, develop and leverage partnerships and sponsorships to optimize impact and return on investment and optimize key channels to provide engagement opportunities with key stakeholders.

A detailed recruitment plan would be refined once course changes have been approved, but would require a realistic approach to target setting over the short term (2-3 years) while the new course duration (and name) are launched in market. While a short term negative impact on recruitment is forecast, it is seen as manageable and with time, the new badged degree and enhanced curriculum is expected to recover.

*The Head of Recruitment (SRA) should sign on the front page, confirming that recruitment targets are achievable.
1.5 Marketing and communications strategy (use this space, to a maximum one page)

The University of Sydney’s marketing and communications strategy is structured around a series of major recruitment events, participation in postgraduate careers markets (national and international), pipeline conversion campaigns, masterclasses, industry engagement and marketing collateral to support successful in-market messaging of course attributes and tailored content through owned and media channels.

The extra credits to the MPH will be included in the School’s 2018/2019 student recruitment and marketing strategy as a priority course, which in collaboration with Student Recruitment, will be supported by a dedicated campaign to position and promote the changes to the degree in the marketplace. In an environment that is becoming increasingly competitive, our new MPH will stand out as unique in the market. And our marketing strategy will take advantage of this difference in market.

The course changes and the benefits and USPs of the degree will be highlighted in all marketing collateral, including:
- School of Public Health website
- Sydney Courses
- Social media channels (Twitter, Facebook, LinkedIn)
- Print collateral (PG guides, research brochures, flyers)
- Content in news channels and websites

The marketing strategy would be refined during the next stage, but would follow the principles of:
- Agreement on business objective and success measure
- Identify the target audience groups
- Analyse their media consumption habits and optimum channels to reach them (digital campaigns, School and University recruitment events, international marketing; participation or sponsorship of key industry events, alumni channels, ensuring course details are easily discoverable on our channels);
- Create relevant, compelling content that foregrounds key customer benefits that make this degree different from others in market (enhanced employability, future proofing career, pathway to research) with clear calls to action.

1.6 Domestic and international competitors (if applicable)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name of course offered by competitor</th>
<th>Domestic Fees/ EFTSL</th>
<th>International Fees/ EFTSL</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNSW</td>
<td>Master of Public Health (1 year)</td>
<td>2017 - $28320</td>
<td>2017 - $41520</td>
</tr>
<tr>
<td>Western Sydney University</td>
<td>Master of Public Health (2 year)</td>
<td>2017 - $36560</td>
<td>2017 - $49520</td>
</tr>
<tr>
<td>Australian Catholic University</td>
<td>Master of Public Health (2 year)</td>
<td>2017 - $39310</td>
<td>2017 - $42000</td>
</tr>
<tr>
<td>Macquarie University</td>
<td>Master of Public Health (2 year)</td>
<td>2017 - $48000</td>
<td>2017 - $61500</td>
</tr>
<tr>
<td>University of Melbourne</td>
<td>Master of Public Health (2 year)</td>
<td>2017 - $53267</td>
<td>2017 - $89084</td>
</tr>
<tr>
<td>Johns Hopkins, USA</td>
<td>Master of Public Health (1 year)</td>
<td>2017 - $86404 (AUD)</td>
<td></td>
</tr>
<tr>
<td>London School of Hygiene and Tropical Medicine</td>
<td>MSc Public Health (1 year)</td>
<td>2017 - $15256 (AUD)</td>
<td>2017 - $35848 (AUD)</td>
</tr>
</tbody>
</table>

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

Will this proposed course replace an existing course offering? Provide details and dates of course(s) to be withdrawn from offer to commencing students.

The proposed course will replace the existing 48 credit point, one year (minimum) Master of Public Health course. The proposed course will also replace the existing 60 credit point MPH extension courses: MPH (Professional Practice) course, and MPH (Chronic Disease Prevention)

Approved by the Academic Board, 3 December 2014
PART 2: Financial viability analysis

An analysis of financial viability should be undertaken and the summary page inserted in this section. The Divisional Finance Director should sign on the front page of this proposal as formal approval of the analysis, confirming that the course is financially viable and its introduction is financially viable for the faculty. (Use the commencing numbers included in Section 3.26.)

The below analysis of the possible financial implications of increasing the length and total credit point value of the MPH course shows that even with a 39% reduction in domestic full-fee paying and international student enrolment, there will be no negative effect on revenue from enrolments.
<table>
<thead>
<tr>
<th>Good Universities Guide</th>
<th>people for a broad range of careers in population health.</th>
</tr>
</thead>
</table>
| 3.13 Full course description: for Sydney Courses | Limit 200 words  
The Public Health programs in the Sydney School of Public Health focus on the prevention of illness and the promotion of health. Learning opportunities are aimed at developing the essential knowledge and methodological and practical skills required of practitioners in the practice of modern population health. The programs are offered at a graduate diploma and master’s degree level.  

After completing the comprehensive core units, students can choose to complete their MPH covering the broad field of public health, selecting from a wide variety of elective options within the School and across the University. Alternatively, students can decide to focus their studies in one of our course specialisations:  
- Chronic Disease Prevention  
- Communicable Disease Control  
- Health Promotion and Advocacy  
- Research Methods  

Students who achieve to the required academic level will have the opportunity to complete a research project or undertake a placement in a public health workplace, depending on the availability of suitable options.  

The Master of Public Health is suitable for graduates from a wide variety of health-related and non-health-related fields. This program is offered face-to-face, online and in blended mode. It can be completed full time or part time. |
| 3.14 Australian Higher Education Statement (AHEGS) | Faculties determine the content of the following four sections of the Statement. Please define separate AHEGS for each award and any embedded award (if any) contained in your proposal  
**Detail** Limit 505 characters including spaces  
The Master of Public Health is a postgraduate coursework qualification, taught in English, requiring the accumulation of 72 credit points over one and a half years of full-time study (or part-time equivalent: a normal full-time load is 24 credit points per semester). Admission is normally on the basis of a relevant undergraduate degree.  

**Outcomes** Limit 460 characters including spaces  
Graduates are highly trained in the key areas of public health practice: using evidence-based knowledge to inform decision making and developing appropriate actions to continually improve public health programs. Their knowledge of current research principles and methods allows them to evaluate data and incorporate this into their own practice or research. They are able to apply their knowledge and skills in a wide range of public health settings.  

**Features** Limit 425 characters including spaces  
The course structure requires the completion of a cohesive sequence of core units of study, supplemented by a range of electives. All students complete a capstone unit that unites the themes of the whole course in a practical project. This course is part of an embedded sequence including the graduate diploma and master’s degree. |
| Accreditation | Limit 425 characters including spaces  
3.15 Expected normal length of candidature:  
| Full-time | Min: 18 months | Max: 18 months  
| Part-time | Min: 24 months | Max: 72 months  
| 3.16 Minimum credit points for completion: | 72  
| 3.17 Location/campus for student attendance: | ☒ Camperdown and Darlington  
| | ☐ Camden  
| | ☐ Cumberland  
| | ☐ Rozelle  
| | ☐ Conservatorium  
| | ☐ Mallett Street  
| | ☒ Fully online  

Approved by the Academic Board, 3 December 2014
1.0 3.18 Mode of delivery:
- Face-to-face teaching: Yes
- Other (please specify): No
- Offshore (Clinic) (please specify): No

Will international students be able to study in ‘face-to-face’ mode for at least 75% of the time each semester?
- Yes: No

Distance education: Yes

3.19 Timetabling:
- Standard: Yes
- Non-standard (e.g. Summer or Winter School): No

3.20 Does the course involve clinical or industrial placement/experience?
- Yes: No

If yes, please provide details, including a list of the Units of Study, and advise whether or not appropriate clinical/internship partnerships have been established.

3.21 Does the course involve internships or overseas study?
- Yes: No

Please see comment at 3.17 about possibility of overseas placements.

3.22 Other course enrolment requirements:
- Criminal record check: Yes
- Prohibited Employment Declaration: No
- Health records and Privacy Information Declaration: Yes
- Working with Children: No

3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation?
- Yes: No

Please provide name of agency or agencies and current accreditation status for each.

3.24 Prohibition (if applicable)

Please indicate any prohibitions for the proposed new course or changes to prohibitions for proposed amendments to an existing award course. (e.g. is there a limit on the number of credit points that can be taken in a single semester which differ from those in the University’s coursework policy or, at a course level, any pre-requisites or co-requisites)

3.25 Articulation pathway (if applicable):

<table>
<thead>
<tr>
<th>Code</th>
<th>Course name</th>
<th>Credit given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate Diploma in Public Health</td>
<td>48 cp</td>
</tr>
</tbody>
</table>

3.26 Proposed commencing year course fee per 1 EFTSL

- Domestic fee-paying: $29,000 per year (py)
- International fee-paying: $44,500 py

- HECS (Student contribution): $9,050

3.27 Incidental (ancillary) fees (if applicable):

The CRICOS register requires an indication of any compulsory costs other than tuition fees (e.g. field trip fees.) Will the proposed course incur any compulsory costs other than tuition fees and compulsory subscriptions? If yes, please indicate the amount.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services and Amenities Fee (3 semesters)</td>
<td>$450 (approx)</td>
</tr>
</tbody>
</table>

3.28 Estimated commencing enrolments

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Max Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
<td>52</td>
<td>30</td>
<td>52</td>
<td>30</td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
<td>70</td>
<td>15</td>
<td>78</td>
<td>18</td>
</tr>
<tr>
<td>International fee-paying (Onshore)</td>
<td>20</td>
<td>15</td>
<td>32</td>
<td>18</td>
</tr>
</tbody>
</table>

* PG Commonwealth Supported Places are capped. Discuss inclusion of PG CSP with the Planning and Information Office at an early stage in the development of the proposal.

3.29 Course deletions may impact or be perceived to impact continuing (enrolled) students. If this proposal relates to a change to an existing course please complete sections 7.12.5 to 7.12.9 of this template which addresses transitional arrangements. Describe the proposed communication with continuing students about the deletion of the course.

Currently enrolled (continuing) students in the MPH have been notified via email of the proposed changes to the structure of the course. They have been encouraged to complete the five core units which will...
change with the new course structure, before the end of 2018. If this is not possible, then continuing students will be able to complete the core units through special arrangements within the new 6cp core units.

3.30 Course deletions may impact **commencing** students or applicants. If this proposal relates to or involves a course deletion please complete sections 7.12.5 to 7.12.9 of this template. Has consultation been undertaken with Student Recruitment and Admissions regarding the numbers of applications or offers in train?

Students commencing the MPH degree in Semester 2, 2017 and in 2018 will be advised of the changes scheduled to be in place in 2019. They will be informed of their options to complete the core units in their current structure, as well as reassured that they will still be able to meet the requirements of their 48cp degree within the new structure from 2019 onwards.

Students who enrol before the proposed change in 2019 and then wish to transfer to the new expanded 72cp course will be able to request an allowable transfer through Faculty Services.

We have consulted with Student Recruitment and Admissions regarding the management of applications and offers during the transition period. The application portal for Semester 1, 2019 has been temporarily closed until the outcome of this course change proposal is clearer. If the outcome is not clear by September this year (2017), the portal for 2019 will be re-opened and any applicants who submit applications for 2019 starts will be informed of the possible changes to the course structure and given the option to bring forward their application to 2018 entry.

**PART 4: Admission details**

The following information will be used for internal and external publication and marketing purposes.

<table>
<thead>
<tr>
<th>4.1</th>
<th>Admission pathway: [ ] UAC [x] Direct [ ] Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Areas of study: [ ] Public Health</td>
</tr>
<tr>
<td>4.3</td>
<td>Assumed knowledge: [ ] Nil</td>
</tr>
</tbody>
</table>
| 4.4 | Minimum education requirements:  
Year 12 (senior secondary certificate) or equivalent [ ] Graduate Certificate [ ]  
Relevant employment or professional experience [ ] Graduate Diploma [ ]  
Bachelor’s (Pass) [x] Master’s – advanced learning [ ]  
Bachelor’s (Hons) [ ] Master’s – professional [ ]  
Additional information: [ ] Master’s – research [ ] |
| 4.5 | Estimated or target minimum ATAR (for UG only):  
2xxx (e.g. 2016) 2xxx (e.g. 2017) 2xxx (e.g. 2018) 2xxx (e.g. 2019) |
| 4.6 | Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.): [ ] Nil |
| 4.7 | If the proposal is for a postgraduate award course, please indicate the application closing date:  
For domestic students, closing date for applications is: Sem 1: 20/02/2019 Sem 2: 08/07/2019  
For international students, closing date for applications is: Sem 1: 31/01/2019 Sem 2: 30/06/2019 |
| 4.8 | Second semester admission  
[ ] Yes [ ] No  
If yes, please indicate whether subject choice will be restricted and whether the duration of the course will necessarily increase.  
Students who commence the MPH in second semester might be restricted in their elective unit choices, but only if they wish to do elective units that have the first semester core units as pre-requisites.  
Starting in second semester will not mean the duration of the course will increase. |
| 4.9 | International student admission:  
[ ] Yes [ ] No  
Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)? [ ] Yes [ ] No  
If yes, please indicate IELTS equivalent: |
|  | Other international student entry requirements:  
Appropriate student visa |
PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

5.1 CRICOS Code: ☑ Application pending ☐ Not applicable

*International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.*

5.2 UAC Code: ☐ Application pending ☑ Not applicable

*The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.*

PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course.

This proposal is to change the Master of Public Health (MPH) from a 48 credit point to a 72 credit point degree. This change has been contemplated for several years but was reinforced following a 2016 external review into all coursework programs in the School of Public Health. As a result of this review the School has determined that to continue to provide a quality learning experience for students the Master of Public Health should expand to three semesters. This will allow an increase in the breadth and depth of learning that is required to meet the increasing complexity of public health in the 21st century, improving the appropriateness and quality of public health education for our students. It will also ensure the degree clearly meets AQF requirements for a Level 9 degree.

The course exists to provide postgraduate training in the core principles, concepts and knowledge related to public health. This prepares graduates for a wide range of roles in the area and is considered an entry requirement for any public health-focussed role. The course is open to graduates with a health-related degree or a degree in another relevant area. The course replaces the previous 12 month offering for the MPH.

The MPH at the University of Sydney has essentially been a 48 credit point degree since its inception, although up until the late 1990s students had to undertake an additional 12 credit points to complete a treatise. The increasing scope of knowledge and skills required to have a reasonable grasp of the fundamentals of public health has meant that it is difficult for students to gain the necessary learning in 48 credit points. In addition, the AQF requirements strongly suggest a Masters degree should be at least 72 credit points and the vast majority of MPH degrees in Australia (and elsewhere) are the equivalent of 72 credit points or more.
6.2 Academic aims and objectives

State the academic aims of the course or the amendment to the course.

COURSE PHILOSOPHY
The underlying philosophy of the Master of Public Health program is that the application of critical thinking, and skills in research, advocacy, public policy and community engagement, will provide the best foundation for improving the health of the population.

COURSE AIM
The overall aim of the Master of Public Health program is to use innovative, flexible and research-led teaching and learning to produce graduates who are capable of applying the knowledge, skills and leadership required for effective public health policy and practice.

6.3 Statement of learning outcomes

State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.

The proposed 18-month MPH has a strong pedagogical basis but also directly reflects key aspects of the 2016-2020 Strategic Plan. In particular, the revised MPH will transform the learning experience for our academics and students and help to develop leaders within our graduates; encourage students to adopt University values; provide more opportunity for experiential learning through placements; and continue to break down institutional barriers in the delivery of the course and the way our graduates work in the community.

The key reason for changing from a 12-month to an 18-month degree is to make the changes to the scope, content and delivery considered necessary to keep the University's MPH as the premier MPH offering in the country and one of the leading MPH degrees worldwide. This is consistent with the Strategic Plan’s focus on excellence in education arising from “…innovation, experimentation and iterative re-design, and that is alive to new developments in pedagogy and advances in knowledge.”. There is also a strong emphasis in the course on cultural competence, in particular in terms of “…looking for, and understanding, the context of those engaged in, or affected by, our research and education.”. In particular, the course will have a coherent Aboriginal and Torres Strait Islander curriculum, with key elements embedded in the MPH core units and more advanced aspects taught in an Aboriginal and Torres Strait Islander Public Health elective unit.

COURSE LEARNING OUTCOMES

The learning outcomes of the Master of Public Health will be as follows:

Graduates of the Master of Public Health program will:

• Understand how to gather, interpret and communicate the meaning of quantitative and qualitative data
• Make informed decisions based on evidence
• Be able to translate evidence and decisions into policy and practice at a national, regional and community level
• Be able to undertake and interpret evaluation to improve public health programs and outcomes
• Ensure ethical reflection and a commitment to social justice underpin their practice of public health

6.4 Statement of generic attributes

Provide a statement of the attributes and skills that can be expected of graduates of the award course, including the body of knowledge that graduates should have attained.

Please refer to the University policy Generic Attributes of Graduates for explanations on the five clusters of abilities and skills

6.4.1 Research and Inquiry

Graduates will understand the basic tenets of research and the scientific method. This is for both qualitative and quantitative research. Graduates will be able to critically appraise research, and understand how to manage the scope of a research question and how it is able to fulfil objectives. Graduates may not all go on to be researchers, however they will all be able to access research, interpret and analyse evidence (both academic and grey literature), and apply research. Critical thinking is a key component to this. Graduates will be able to conceptualise issues and have lateral thinking skills as well as the ability to cultivate expertise from multiple stakeholders.

Approved by the Academic Board, 3 December 2014
In particular, graduates will:

a) Possess a body of knowledge relevant to their fields of study, and a firm grasp of the principles, practices, and boundaries of their discipline;

b) Be able to acquire and evaluate new knowledge through independent research;

c) Be able to identify, define, investigate, and solve problems;

d) Think independently, analytically and creatively; and

e) Exercise critical judgment and critical thinking to create new modes of understanding.

### 6.4.2 Information literacy

Graduates of the MPH will have strong skills in critical appraisal. They will be able to locate, curate and interpret scientific and grey literature, understand the hierarchy of evidence and interpret collected data. Graduates will understand what is meant by “evidence”, understand and be able to use available information, and understand the meaning and importance of scientific credibility and how it is obtained. Graduates will be able to synthesise evidence and use evidence-based thinking and practice.

In particular, graduates will:

a) Recognise pertinent information needs;

b) Use appropriate media, tools and methodologies to locate, access and use information;

c) Critically evaluate the sources, values, validity and currency of information; and

d) Use information in critical and creative thinking.

### 6.4.3 Personal and intellectual autonomy

Graduates of the MPH will be well-rounded, being able to understand and speak to all sides of health issues. Graduates will have the confidence to know they are well-equipped for the public health workforce and be able to make impacts on communities. Graduates will be critical thinkers who have the ability and confidence to question authority when needed, not just accept what they are told. Graduates will be proactive and engaged learners. They will be able to tackle most problems they encounter and find answers independently.

In particular, graduates will:

a) Be independent learners who take responsibility for their own learning;

b) Set appropriate goals for ongoing intellectual and professional development, and evaluate their own performance effectively;

c) Be intellectually curious, open to new ideas, methods and ways of thinking, and able to sustain intellectual interest;

d) Respond effectively to unfamiliar problems in unfamiliar contexts; and

e) Work effectively in teams and other collaborative contexts.

### 6.4.4 Communication

Graduates of the MPH will have good written and presentation skills – this includes across the range from scientific journals to public announcements to the media (community-level and country-level). They will be able to interpret scientific literature in lay terms. Graduates will be able to communicate with a range of stakeholders, including (but not limited to) politicians, health professionals, media and the public. Within this context, graduates will be able to understand cultural competence in communication and exhibit diplomacy, including in terms of non-verbal communication. Additionally, graduates will understand the value of two-way communication, being also able to listen and understand.

In particular, graduates will:

a) Possess a high standard of oral, visual and written communication skills relevant to their fields of study, including where applicable the possession of these skills in languages other than English;

b) Recognise the importance of continuing to develop their oral, visual, and written communication skills;

c) Be able to use appropriate communication technologies.

### 6.4.5 Ethical, social and professional understanding
Graduates of the MPH will understand what it means to make decisions at a social level and the impacts on individuals. The course is focused on reducing inequities and graduates will understand why these inequities exist, what can be done about them, and also what are the limits of what can be done. Graduates will have an understanding and awareness of unintentional consequences. Graduates will understand that social justice is a foundation of public health and key to the wellbeing of future generations. Our graduates will work with high integrity, will be trustworthy and have social and cultural awareness. Social and cultural competence is a major cross-cutting theme in this course, and graduates will be able to recognise gaps in health status and how to reduce them, with a particular focus on the cause and effects of inequality in a public health setting.

In particular, graduates will:

a) Understand and practice the highest standards of ethical behaviour associated with their discipline or profession;

b) Be informed and open-minded about social, cultural and linguistic diversity in Australia and the world;

c) Appreciate their ethical responsibilities towards colleagues, research subjects, the wider community, and the environment;

d) Be aware that knowledge is not value-free.
PART 7. Learning and teaching

7.1 Course structure

Outline the structure, content and curriculum for the course.

The Master of Public Health program is a 72 credit point degree. There are six core content units, each of six credit points. Some of these units are offered in Semester One and some in Semester Two. The units are undertaken in the first two semesters of a full time program. A seventh core unit is the capstone unit (also six credit points). This is completed in the third semester of a full-time program but is available in both semesters to cater for the needs of part-time students. The capstone unit may be substituted with an equivalent project unit.

Students undertake 30 credit points of elective units (36 credit points if they undertake a project unit in lieu of the capstone unit). These units comprise units from the public health program, the broader School program, and the University more broadly. At least 18 credit points of elective units must be selected from the electives listed in the course structure table. Up to 12 credit points can be chosen from other pre-approved units in the School’s programs, and from other units in the School or broader University, with permission from the course Co-ordinator or Director.

Students may complete a general MPH or choose to undertake one of four formal elective specialisations - Chronic Disease Prevention, Communicable Disease Control, Health Promotion and Advocacy, and Research Methods. Students wishing to undertake one of these specialisations must complete at least 18 credit points of elective units from the list of the relevant specialisation electives and a capstone or equivalent unit on a topic considered related to the specialisation. The remaining 12 credit points can be completed with elective units of the student’s choice, subject to the requirements for all MPH students. For the Health Promotion and Advocacy specialisation, students must take at least 18 credit points from List A and List B of the specialisation elective units, with at least 12 credit points from List A units.

The Graduate Diploma of Public Health is a 48 credit point degree. It requires completion of the same 36 credit points of core units completed for the MPH, but does not require the capstone unit. Twelve credit points of electives are required. There are no specialisations available for Graduate Diploma students.
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<td>School of Public Health</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Delivery</td>
<td>Delivery Type</td>
<td>Level</td>
<td>Credit Points</td>
<td>School of Public Health</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>----------</td>
<td>---------------</td>
<td>-------</td>
<td>---------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>PUBH5XXX</td>
<td>Falls Prevention in Older People (to replace existing PUBH5419)</td>
<td>EL</td>
<td>S2 Online</td>
<td>2019</td>
<td>CC 6</td>
<td>School of Public Health</td>
<td></td>
</tr>
<tr>
<td>PUBH5424</td>
<td>Ecology, PH and Environment</td>
<td>EL</td>
<td>YES</td>
<td>CC 6</td>
<td>School of Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5019</td>
<td>Cancer Prevention and Control</td>
<td>EL</td>
<td>YES S2 online</td>
<td>2015</td>
<td>CC 6</td>
<td>School of Public Health</td>
<td></td>
</tr>
<tr>
<td>PUBH5020</td>
<td>Chronic Disease Prevention and Control</td>
<td>EL</td>
<td>YES S1 ND and online</td>
<td>2015</td>
<td>CC 6</td>
<td>School of Public Health</td>
<td></td>
</tr>
<tr>
<td>PUBH5XXX</td>
<td>Injury Prevention (to replace existing PUBH5415)</td>
<td>EL</td>
<td>061399 Postgraduate S2 Block</td>
<td>2019</td>
<td>CC 6</td>
<td>The George Institute</td>
<td></td>
</tr>
<tr>
<td>PUBH5XXX</td>
<td>Public Health Program Evaluation Methods (to replace existing PUBH5027)</td>
<td>EL</td>
<td>061399 Postgraduate S1 Block</td>
<td>2019</td>
<td>CC 6</td>
<td>School of Public Health</td>
<td></td>
</tr>
<tr>
<td>PUBH5XXX</td>
<td>Fundamentals of Public Health Nutrition (to replace existing PUBH5029)</td>
<td>EL</td>
<td>061399 Postgraduate S2 Block</td>
<td>2016</td>
<td>CC 6</td>
<td>School of Public Health</td>
<td></td>
</tr>
<tr>
<td>PUBH5550</td>
<td>Climate Change and Public Health</td>
<td>EL</td>
<td>YES S2 Block and online</td>
<td>2015</td>
<td>CC 6</td>
<td>School of Public Health</td>
<td></td>
</tr>
<tr>
<td>PUBH5555</td>
<td>Lifestyle and chronic disease prevention</td>
<td>EL</td>
<td>061399/061307 Postgraduate</td>
<td>2019</td>
<td>CC 6</td>
<td>School of Public Health</td>
<td></td>
</tr>
<tr>
<td>GLOH5117</td>
<td>Global Non-Communicable Disease Control</td>
<td>EL</td>
<td>YES</td>
<td>CC 6</td>
<td>School of Public Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPOL5006</td>
<td>Business of Health</td>
<td>EL</td>
<td>YES S2 Block</td>
<td>2018</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Delivery</th>
<th>Delivery Type</th>
<th>Level</th>
<th>Credit Points</th>
<th>School of Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5040</td>
<td>Professional Placement</td>
<td>EL</td>
<td>YES S1 or S2 Practical</td>
<td>CC 12</td>
<td>School of Public Health</td>
<td></td>
</tr>
<tr>
<td>PUBH5041</td>
<td>Professional Placement</td>
<td>EL</td>
<td>YES S1 Practical</td>
<td>CC 6</td>
<td>School of Public Health</td>
<td></td>
</tr>
<tr>
<td>PUBH5042</td>
<td>Professional Placement</td>
<td>EL</td>
<td>YES S2 Practical</td>
<td>CC 6</td>
<td>School of Public Health</td>
<td></td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
<td>EL</td>
<td>UOC Code</td>
<td>Session</td>
<td>Type</td>
<td>Year</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------</td>
<td>----</td>
<td>----------------</td>
<td>----------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>PUBH5XXX</td>
<td>Special Project in Public Health (new)</td>
<td>EL</td>
<td>061399 Postgraduate</td>
<td>S1 or S2</td>
<td>Practical</td>
<td>2019</td>
</tr>
<tr>
<td>PUBH5101</td>
<td>Special Project in Public Health</td>
<td>EL</td>
<td>YES</td>
<td>S1 or S2</td>
<td>Practical</td>
<td>CC</td>
</tr>
<tr>
<td>PUBH5102</td>
<td>Special Project in Public Health</td>
<td>EL</td>
<td>YES</td>
<td>S1 or S2</td>
<td>Practical</td>
<td>CC</td>
</tr>
</tbody>
</table>

Notes:
1. You may nominate an alphanumeric code for a new Unit of Study, however the final code will be confirmed and allocated by the University when the Unit of Study is created. Ask your academic support officer for the codes and names of relevant existing Units of Study.
2. A full list of ASCED codes can be found on the Planning and Information Office website at sydney.edu.au/staff/planning or ask your academic support officer to check the ESB table in Sydney Student. Levels of study: Junior, Intermediate, Senior, Honours, Fifth Year, Sixth Year, or Postgraduate.
3. A list of session codes and names is appended to this template, or ask your academic support officer to check the YPS table in Sydney Student if you also need to check details of start, end and census dates for the relevant year.
4. Year One will normally be offered in the next academic year, however Years Two Three and so on will not normally be offered until ensuing calendar years e.g., Course year first offered for Year One of the course might be 2016; then Course year first offered for Year Two of the course would be 2017.
5. A list of campus codes is appended to this template, or ask your academic support officer to check the LCA table in Sydney Student. A Unit of Study may be offered at more than one campus, either in the same or different sessions.

Approved by the Academic Board, 3 December 2014
7.2 Pedagogical approach

The new and existing units of study outlined in 7.1 of the proposal indicate the mode of delivery for each unit.

All the new and existing units of study that will comprise the Master of Public Health will be delivered in a face-to-face mode on a weekly basis over the course of a 13-week semester, in a face-to-face intensive block-mode, or by online/distance learning. The core units will be taught in lecture plus tutorial mode and/or block mode, and are also available via distance/online learning. The capstone units of study will be via specialist supervision. The specialisation electives and other electives are a mixture of face-to-face and distance/online learning.

The pedagogical approach of the teaching and learning practices in all units will be focused on imparting a core knowledge base, then using real-life scenarios and case studies to problem-solve public health issues. This approach fosters critical thinking and application of knowledge to real scenarios.

Teaching students through tutorials allows for a better discussion-based learning and critical thinking by placing the instructor as a facilitator/moderator of the discussion and using peer-to-peer learning from individual experiences to enhance the knowledge base. In the tutorial setting students are expected to be active, informed and critical participants in the discussion of information, processes and events.

For a capstone experience, all students will complete a capstone unit, professional practice placement, or project unit, which requires the full application of the knowledge and skills gained under the degree. Students who wish to complete the 12 credit point Professional Practice placement or research project will be selected through a competitive application process. Each student will be supervised by the unit of study coordinator or designated member of staff, depending on the research interest of the student.

7.3 Assessment procedures

Students will be assessed through a variety of oral and written assessments that are specifically tailored to the particular unit of study undertaken that semester and administered by the respective faculty or school in which the unit of study is offered. Written assessments typically include exams, essays, and policy reports. Oral assessments may include case presentations and/or public debates.

External assessors will not be used.

<table>
<thead>
<tr>
<th>Proposed assessment regime</th>
<th>Proportion of assessment regime (%)</th>
<th>Use of external assessors/examiners (Yes/No) (if yes, please provide details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MPH is made up of 72 credit points of coursework. Twelve credit points (PUBH5010 and PUBH5018) require the passing of an end of semester exam.</td>
<td>100% coursework based with 17% requiring passing an exam and 83% assignment based.</td>
<td>No</td>
</tr>
</tbody>
</table>

7.4 Assurance of learning

Students will be assessed through a variety of oral and written assessments that are specifically tailored to the particular unit of study undertaken that semester. Written assessments typically include exams, essays, projects and policy reports. Oral assessments may include case presentations and/or public debates.

While assessments will be specifically tailored to each particular unit of study, over the entire course, the variety of assessment tasks and techniques will ensure a wide range of outcomes and attributes can be measured. This variety in assessment regime ensures the full range of communication, analytical and practical skills and attributes are measurable and outcomes assured.

The course will be monitored and evaluated by means of student evaluations, regular meetings of teaching staff, monitoring of assessment outcomes and levels of enrolments.
7.5 Quality assurance arrangements and program review

All courses are subject to ongoing monitoring and review following the processes and policies established by the Academic Board. Where such monitoring and review raises issues of concern, the Academic Board may refer such matters to the Deputy Vice-Chancellor (Education) for appropriate action. In cases where reviews and monitoring indicate persistent problems, a faculty may be required to show cause why a course should not be withdrawn.

Provide details of practices and processes to be implemented to:

- monitor, measure and achieve quality learning and teaching

In 2016 an external review was conducted of all coursework programs in the School of Public Health. As a result of this review the School has determined that to continue to provide a quality learning experience for students the Master of Public Health should expand to three semesters. This will allow an increase in the breadth and depth of learning that is required to meet the increasing complexity of public health in the 21st century.

We intend to carry out similar external assessments of the course after two years (in 2021) and every three years thereafter.

We will continue our annual review, by the Director and Academic Coordinator of the MPH, of the Unit of Study Survey (USS) results for every unit within the course. Following this review individual discussions with particular unit coordinators are held to follow up any areas of concern, or where exemplary results have been achieved in order for best practice experiences to be shared with the wider course community.

A summary report of these discussions are then presented to the School’s Teaching and Learning Committee, and also the Faculty’s Learning and Teaching Committee, for discussion.

- review content, delivery and Resolutions of the course

Review of units of study content by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the core MPH academic team to ensure quality delivery and matching with Resolutions of course

- review and rationalise Units of Study for the course

Review of units of study content by the Teaching and Learning Committee within the School of Public Health, as well as quarterly meetings of the core MPH academic team to ensure quality delivery and matching with Resolutions of course

Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

This proposal is not a new program but an amendment to an existing program. The Sydney School of Public Health (SSPH) has over 150 academic staff members of excellent quality, most of whom are available to call upon to teach if needed. There are academic and professional staff members and committees in place (such as the Office of Teaching, Learning, the eLearning Support Unit, the Teaching and Learning Committee and the School Academic Board) to provide outstanding curriculum delivery support. Additionally, at the Faculty level, there are procedures and personnel in place in charge of Academic Integrity oversight. Unit coordinators for all the existing units of study have developed appropriate timetables and assessments and are able to authenticate student work. These are periodically reviewed by the course director to ensure they are in line with the course objectives.

7.6 Student workload

Student workload should be consistent with the credit points assigned for the Units of Study. It is assumed that a twenty-four credit point load for a semester should equate on average to 35 – 45 hours work per week, including

Approved by the Academic Board, 3 December 2014
preparation time. It is accepted that students may make greater contributions of time voluntarily and during peak periods.

<table>
<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>4 hours</td>
</tr>
<tr>
<td>Tutorials</td>
<td>8 hours</td>
</tr>
<tr>
<td>Practical experience</td>
<td>n/a</td>
</tr>
<tr>
<td>Independent study</td>
<td>24 hours (3 hours per 1 hour lecture)</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>8 hours (2 hours per unit of study)</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
</tbody>
</table>

### Workload for assessment tasks

Before the beginning of Semester 1 all core unit coordinators are consulted to ensure that assignments are adequately spaced throughout the semester.

Provide an indication of how the academic course load, including the weight given to any dissertation component, compare with other similar course loads offered by the University.

The 24CP load per semester is comparable to other existing Masters programs across the University. The variety of assessment tasks from exams to reports to projects to presentations, ensures a balanced workload and does not emphasise any single assessment method. The dissertation component for this course is largely an independent project for which students receive one-on-one support from their supervisor.

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

Core units in Semester 1 are taught as a series of weekly lectures or series of workshops spaced throughout the semester. This ensures that students have time to engage with their studies, develop their skills over the semester and apply the learning from one unit in another. Additionally, most units are available via online/distance learning to provide students the most flexibility for their individual needs.

### 7.7 Academic advice, support and student representation

There is a dedicated 1.0 FTE administrative position (currently shared – by two 0.5FTE) to support the course academics and the MPH student cohort. The office of this administrator is accessible to students during normal office hours. There is also eLearning Support available to both face-to-face and online/distance students. Students in the MPH, whether face to face or online, are able to schedule an appointment with the MPH Academic Coordinator or Director to obtain advice on current and/or future studies or careers.

Students will have access to all central resources, which include the library (online and on campus services and facilities), student support services and student unions. Additionally, SSPH has a dedicated computer lab in the Edward Ford Building on Camperdown Campus which students have 24-hour access to.

The School and the University provides a number of avenues for students to seek support. At the School level we have the Staff Student Liaison Committee that includes representatives from all degree programs and from students studying face to face or completely online.

The University’s Student Centre provides a range of services available to on-campus and distance students to support students throughout their studies.

### 7.8 Remediation and reassessment

Each unit of study will be administered by its respective unit of study coordinator and in line with the policies and procedures of SSPH. Supplementary examinations or extensions to assessment deadlines will be offered where appropriate and in line with University policy. All appeals will be assessed within the guidelines stipulated by the University of Sydney (Student Appeals against Academic Decisions) Rule 2006. Students are responsible for familiarising themselves with the University’s Appeals policy and with the Academic Board Resolutions concerning the Assessment and Examination of Coursework. Students wishing to appeal a mark must meet with the Unit of Study Coordinator with a written appeal letter and summary of their case. This must be done within 15 working
days of the mark being made available to the student. Assessments will be based mainly on individual work, though some units of study will also base part of their assessment on group work.

At the end of each semester the Examiner’s Committee in the School of Public Health meets to decide on the approach to be taken to individual students who have not passed at least one unit. After discussing an individual student’s circumstance the Committee can recommend that a period of remediation be allowed and the student allowed to submit a reassessment task.

7.9 Combined degrees and inter-faculty arrangements

Not a combined degree.

7.10 Influence of external accreditation or other professional requirements

The MPH is not currently required to be externally credited.

The MPH will have a six-credit point capstone unit (or equivalent in another unit of study). This unit provides students with the opportunity to draw together and integrate what they have learnt so far in the MPH, and what they are learning concurrently, and apply it to an authentic project in public health. Students will be bringing together the content and methods they have encountered in the core units, their learning in the electives and their prior academic and professional skills and experience. The projects are generally the type of project or task encountered in an entry-level position in a public health workplace, and offer the opportunity for the integration of multiple skills. Students will work in a group under the guidance of a topic leader. The unit is largely self-directed, apart from an initial workshop and a number of group meetings (to be determined by the topic leader).

7.11 Joint ventures with other universities

Not a joint venture.

7.12 Resolutions

<table>
<thead>
<tr>
<th>Senate, Faculty and Course Resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable.</td>
</tr>
</tbody>
</table>

| 7.12.1 Are there changes to the list of Degrees, Diplomas and Certificates conferred by your faculty, as listed in the Resolutions of the Senate available in the University Calendar? If Yes, complete Appendix 1 | No |
| 7.12.2 Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2 | No |
| 7.12.3 Will there be new Resolutions or changes to existing Course Resolutions for the proposed course or amended course? If Yes, complete Appendix 3a or 3b (there are separate Appendices for |
| |

Approved by the Academic Board, 3 December 2014
### Academic dress

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval.

| 7.12.4 | Will there be changes to the academic dress due to the introduction of the proposed new award course? If Yes, contact the office of the Deputy Vice-Chancellor (Registrar) | No |

### Transitional arrangements

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

Students have been advised of the intended changes to the MPH. The changes will have greatest potential impact on part-time students who have yet to complete the core units of PUBH5030 Public Health: Achievements and Challenges, QUAL5005 Introducing Qualitative Health Research, PUBH5032 Making Decisions in Public Health and BETH5206 Introduction to Public Health Ethics. Students are being encouraged to complete these units in 2017 and 2018 before the new structure is implemented in 2019.

If a student is unable to complete these units during that time, then these units will be remain available as an online only option. This is subject to there being sufficient numbers of students enrolling in the unit for a meaningful academic experience to be provided. Where numbers are too small students will undertake some of the work within the new core units of the MPH that covers the content of the previous units. However, students will be enrolled in the previous units and complete assessments specific to those units.

If a student enrolls under the existing resolutions (prior to 2019) but then wants to transfer to the new (2019) course resolutions, then this will be possible as an allowable transfer through Faculty Services.

Following discussion with University Admissions, the application portal for commencements in Semester 1, 2019 has been closed. Upon approval of this full application by the Academic Board, SSPH and the Admissions team will re-open enrolments with the new changes to the course specifically addressed. Additionally, the marketing and recruitment teams are working with SSPH to draft the explicit communications to students regarding course changes, which will be immediately released upon approval of this application.

| 7.12.5 | Last semester intake under existing Resolutions | Domestic | Sem 2, 2018 |
|        | International | Sem 2, 2018 |

| 7.12.6 | Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students? | No |

| 7.12.7 | For course deletions, advise the last date for enrolments into the existing course | Semester 2, 2018 |

| 7.12.8 | For course deletions, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students | The application portal for admission in Semester 1, 2019 is currently closed, until the outcome of this new course proposal is known. |

| 7.12.9 | For course deletions, outline the provisions in place for students enrolled under existing Resolutions | See above |
PART 8: Resources

It is important that faculties consult with academic staff and professional services units to ensure that adequate resources are available to support the delivery of a new award course and to discuss any impact(s) that amendment(s) to an existing course may have on current resources.

8.1 Teaching and support staff

<table>
<thead>
<tr>
<th>8.1.1</th>
<th>Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. (It is not necessary to provide detailed information on the names or qualifications of individual staff members)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The academic and support staff for the proposed 72cp MPH are unchanged from those currently required in the 48cp course: Including the Director of the MPH and the academic coordinator of the program, there are 7 key academic staff who are closely involved in the running of the program. These academics coordinate the core units, as well as a number of elective units. There are also over 25 other academics who coordinate elective units for the MPH. The bulk of these are working within the School of Public Health and its associated departments. The program is directly supported by two program administrators (1.0 FTE), and the 2 staff members in the School of Public Health’s Office of Teaching and Learning also provide some broader support to all programs in the School. The 2 staff members in the School of Public Health’s online support team provide elearning support for all programs run by the School, and students also have access to the Central university IT and support services.</td>
</tr>
</tbody>
</table>

8.1.2 What are the strengths of the department/school relevant to this proposal?

This proposal expands on what is already a successful degree program. The School of Public Health has a number of highly-regarded public health academics who are closely involved in running and teaching in the MPH program. Their teaching contributions sit alongside their extensive research experience in public health. Academics, as well as the School of Public Health more broadly, are closely linked to Commonwealth and State government agencies, as well as NGOs and other public health research institutes and service delivery organisations.

8.1.3 Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.

All staff, including casual tutors, will be on the University’s payroll. There may be occasions when individual lectures within a unit of study are given by a person outside the University. This will be utilised if the external person has more appropriate knowledge/experience than the University faculty members.

**Capstone project supervisors:**
Associates working in research and public health-focussed workplaces are invited to mentor one or more students while the student/s completes an agreed capstone project. The unit coordinators provide support and advice to the mentors to assist them in this role.

**Professional placement supervisors:**
Associates working in public health focussed workplaces provide work-based experience to select MPH students. The students complete an agreed workplace project under supervision. School of Public Health unit coordinators monitor the placements, providing support and advice to the workplace supervisors and students.

8.2 Teaching space and related facilities

<table>
<thead>
<tr>
<th>9.2.1</th>
<th>Teaching rooms</th>
<th>Available at the Camperdown Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.2</td>
<td>Lecture theatres</td>
<td>Available at the Camperdown Campus</td>
</tr>
<tr>
<td>9.2.3</td>
<td>Laboratories</td>
<td>The use of computer laboratories will not change</td>
</tr>
<tr>
<td>9.2.4</td>
<td>Staff offices</td>
<td>The use of staff offices will not change</td>
</tr>
<tr>
<td>9.2.5</td>
<td>Storage or other space required including any which needs to be rented externally</td>
<td>No storage or other space is required</td>
</tr>
<tr>
<td>9.2.6</td>
<td>Professional placement locations</td>
<td>Professional placement locations may change, depending on availability and willingness of workplace based supervisors and projects</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

| 9.3.1 | Computer technology | The use of computer technology will not change. Some units of study in the proposed course will continue to make use of the School of Public Health’s computer lab (Rm 330, Edward Ford Building A27), as well as computer technology in various lecture and tutorial rooms throughout the University |
| 9.3.2 | Other equipment | None required. |

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.

No additional support, only a continuation of what is currently given, will be needed from the University Library.
APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Senate Resolutions template

The objective of the Senate Resolutions is to have in a table form all courses currently offered by the Faculty, with enough information to correlate the courses listed to course Resolutions and to Sydney Student instances of the course.

Only list current courses in the Senate Resolutions. A current course is one that is:

- endorsed by Senate after approval by Academic Board; and
- open to admission, or admission is suspended but the course has not been formally deleted by Academic Board.

Courses that are not current are ones that have been notified to Academic Board as closing and have passed their final admission date.

If admission has been suspended to any course, without deletion, add the phrase ‘(admission suspended 20XX)’ after the course title.

Degrees

List in order from higher doctorates, research doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List streams in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours as appropriate. Ensure you also list any higher doctorates under clause 1 at the start of the resolutions.

Combined degrees

List in order from research and missed mode doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List streams in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours as appropriate

Graduate diplomas

List in alphabetical order by graduate diploma name. List streams in alphabetical order. Do not list specialisations.

Graduate certificates

List in alphabetical order by graduate certificate name. List streams in alphabetical order. Do not list specialisations.

Undergraduate diplomas

List in order from advanced diplomas to diplomas. List in alphabetical order by name within each category. List streams in alphabetical order. Do not list majors.
Resolutions of the Senate

1. Degrees, diplomas and certificates of the Faculty of [Faculty name]

(1) With the exception of the Doctor of Medical Science and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Medicine. The Doctor of Medical Science and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2019. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<td>DMedSc</td>
<td>Published work</td>
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<td>Research</td>
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<td>Research</td>
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<td>Research</td>
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<td>BPCOMMED-01</td>
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<td>BSc(Adv)/MD</td>
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</table>

3. Combined degrees

*may be awarded with honours following a further year of study
*may be awarded with honours in an integrated program

4. Graduate diplomas

<table>
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<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<tr>
<td>GNBIODET-02</td>
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<td>GradDipBioethics</td>
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<td>GNBIOSTA-01</td>
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<td>GNBRMISC-01</td>
<td>Graduate Diploma in Brain and Mind Sciences</td>
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<td>Graduate Diploma in Cataract and Refractive Surgery</td>
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</table>

Approved by the Academic Board, 3 December 2014
<table>
<thead>
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<th>Code</th>
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<th>Credit points</th>
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<td>GradDipClinTRes</td>
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</tr>
<tr>
<td>GNGENCOU-01</td>
<td>Graduate Diploma in Genetic Counselling</td>
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<td>GNHEAPOPOL-01</td>
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<td>GNINHESU-01</td>
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**5. Graduate certificates**

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<td>- Surgical Anatomy</td>
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<td>GCBIOTEI-02</td>
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<td>GCBIOSTA-01</td>
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Approved by the Academic Board, 3 December 2014
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<tr>
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<td>GradCertScMed</td>
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<td>GradCertPainMgt</td>
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<tr>
<td>GCQUAHER-01</td>
<td>Graduate Certificate in Qualitative Health Research (admission suspended for 2017)</td>
<td>GradCertQHR</td>
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<tr>
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<tr>
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<td>GradCertSurgSc</td>
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</table>
APPENDIX 2: RESOLUTIONS OF THE FACULTY

NO CHANGES TO BE MADE TO THE FACULTY RESOLUTIONS (BELOW) AS A RESULT OF THIS PROPOSAL

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

Part 1: Course enrolment

1 Admission to candidature
   (1) Applicants must meet admission criteria for the relevant course and submit applications following the relevant application process including submission by advertised deadline. Late applications may be considered in special circumstances.
   (2) Where postgraduate courses in this Faculty (other than the Doctor of Medicine) have limited numbers of Commonwealth Supported Places (CSPs), available, places will be offered to qualified applicants based on merit, for applications received by the advertised deadline. For applications received after the advertised deadline and before the commencement of semester, any remaining places will be offered to qualified applicants based on merit.
   (3) Students who have completed an embedded Graduate Certificate may be eligible for admission to the associated Graduate Diploma or Masters degree with Head of Discipline approval.
   (4) Students who have completed an embedded Graduate Diploma may be eligible for admission to the associated Masters degree with Head of Discipline approval.

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

3 Time limits
   (1) A student must complete all the requirements for a coursework doctorate within ten calendar years.
   (2) A student must complete all the requirements for a double master's degree within ten calendar years.
   (3) A student must complete all the requirements for a coursework master's degree (other than the Doctor of Medicine) within six calendar years.
   (4) A student must complete all the requirements for a graduate diploma within four calendar years.
   (5) A student must complete all the requirements for a graduate certificate within three calendar years.
   (6) For postgraduate coursework students other than those enrolled in the Doctor of Medicine, periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed ten years.
   (7) Subject to sub-clause (8), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years. The five year limit also applies to students entering the course through the degree program commencing on the date of their first enrolment in the Doctor of Medicine following completion of their undergraduate degree.
   (8) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the Doctor of Medicine to a maximum of 10 years.
   (9) Periods of suspension, exclusion or lapsed candidature will not be added to the maximum completion time for the Doctor of Medicine.

4 Enrolment, suspension, discontinuation and lapse of candidature
   (1) The Coursework Rule specifies the general conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed.
   (2) Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.
   (3) The Faculty will grant approval for a suspension from candidature only after a student has completed at least one semester of enrolment. A Postgraduate student (other than a student enrolled in the Doctor of Medicine) may apply to the Faculty for a maximum period of suspension of one semester at any one time. Suspension from candidature of two consecutive semesters will only be granted in special circumstances.
(4) The candidature of a student who has not re-enrolled and who has not obtained approval from the Faculty for a suspension of candidature for the relevant semester will be deemed to have lapsed.

(5) A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty.

5 Credit
(1) Credit for postgraduate study will be applied according to the Academic Board policy on Admission: Advanced Standing, Credit, and Exemption.

(2) Credit, where applicable, will not be granted for recognised prior learning undertaken more than five years prior to a student's first enrolment in the current degree unless otherwise specified in the course resolutions.

Part 2: Unit of study enrolment

6 Cross institutional study
(1) Provided permission has been obtained in advance, the Chair of the Board of Postgraduate Studies may permit a postgraduate student (other than a student enrolled in the Doctor of Medicine) to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
   (a) The unit of study content is not taught in any corresponding unit of study at the University; or
   (b) The student is unable, for good reason, to attend a corresponding unit of study at the University.

(2) Students in the Doctor of Medicine are not permitted to complete a unit of study at another institution and have that unit credited to the student's course requirements except at the discretion of the Dean.

(3) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

Part 3: Studying and Assessment

7 Attendance
Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim Special Consideration or Special Arrangements will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.

8 Late submission policy
(1) It is expected that unless an application for Special Consideration or Special Arrangements has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within the period of extension, no academic penalty will be applied to that piece of assessment.

(2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows, unless otherwise stated in the course resolutions:
   (a) Late assignments that have not been granted extensions and are of a standard to receive a pass or higher mark will attract a penalty of 5% of the maximum mark per day late including weekend days (e.g. if the assignment is worth 40 marks, the penalty is 2 marks per day late) until the mark reaches 50% of the maximum mark (e.g. 20 marks if the maximum is 40 marks).
   (b) Assignments that are not of a pass standard will not have marks deducted and will fail regardless.
   (c) Assignments submitted more than 10 days late without prior approval from the unit of study coordinator will not be accepted and will be given a zero (0) mark.

9 Special consideration for illness, injury or misadventure
Special consideration is a process that affords equal opportunity to coursework students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The University of Sydney (Coursework) Rule 2000 provides full details of the University policy and the procedures for applying for special consideration.

10 Concessional pass
In this Faculty the grade PCON (Concessional Pass) is not awarded to students in the Doctor of Medicine but it may be awarded to other postgraduate students. No more than 25% of the total credit points of a course can be made up of PCON results.

11 Re-assessment
(1) In this Faculty re-assessment is offered to students whose performance is in the prescribed range and circumstances.
(2) Re-assessment will be offered on one date only, advised at the beginning of semester, and it is a student's responsibility to be available to attend on that date. The grades awarded for the further tests are Pass or Fail, unless otherwise determined.

(3) Students who have successfully requested Special Consideration or Special Arrangements may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation, after this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for further examination where Special Consideration or Special Arrangements are approved.

(4) Students in the Doctor of Medicine must pass at each annual assessment. A 'Fail on the Year' result overrides recommendations for further testing on individual units of study, meaning that the student in Stage 1 or Stage 2 must repeat all units of study in that year. Students in Stage 3 should refer to specific course resolutions.

**Part 4: Progression, Results and Graduation**

12 Satisfactory progress

(1) The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements, students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

(2) In order to be eligible to pass a unit of study a student must enrol in that unit of study.

13 Weighted average mark (WAM)

(1) The University WAM is calculated using the following formula:

\[
\text{WAM} = \frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)}
\]

where Wc is the unit of study credit points x the unit weighting and Mc is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted.

(2) The weight of a unit of study is assigned by the owning faculty. In this Faculty, junior units are weighted 1, intermediate units are weighted 1, senior units are weighted 1 and postgraduate units are weighted 1. WAMs may be used in assessing eligibility for prizes, scholarships or assessing progression through a course.

14 Course transfer

A candidate for a master's degree (other than the Doctor of Medicine) or graduate diploma may elect to discontinue study and graduate with a shorter award from an embedded sequence, with the approval of the Chair of the Board of Postgraduate Studies, provided the requirements of the shorter award have been met.

**Part 5: Other**

15 Transitional provisions

(1) These resolutions apply to all students who commenced their candidature after 1 January 2014.

(2) These resolutions also apply to double degree students who:

   (a) commenced their candidature prior to 1 January 2014;
   (b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and
   (c) have formally elected to proceed under these resolutions.

(3) All other double degree students who commenced prior to 1 January, 2014 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2019. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

*Approved by the Academic Board, 3 December 2014*
APPENDIX 3A: UNDERGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe the intention of the course and specify its requirements as clearly as possible with minimum content. The course resolutions are the ‘source of truth’ for award requirements. They should be informative and definitive to a prospective student, a current student and a staff member. Course resolutions should not be specified if the content is adequately covered at a higher level i.e. in a University policy or Faculty resolution. In general, course resolutions should not re-state rules at a higher level – they should list additions or enhancements to those rules only, where required or permitted.

The style of course resolutions should be in plain and clear English, but relatively formal. Think of the reader as being a prospective student. This should not prevent you from being thorough or definitive. The actual audiences are prospective and current students and staff of the University.

Not applicable
APPENDIX 3B: POSTGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe the intention of the course and specify its requirements as clearly as possible with minimum content. The course resolutions are the 'source of truth' for award requirements. They should be informative and definitive to a prospective student, a current student and a staff member. Course resolutions should not be specified if the content is adequately covered at a higher level i.e. in a University policy or Faculty resolution. In general, course resolutions should not re-state rules at a higher level – they should list additions or enhancements to those rules only, where required or permitted.

The style of course resolutions should be in plain and clear English, but relatively formal. Think of the reader as being a prospective student. This should not prevent you from being thorough or definitive. The actual audiences are prospective and current students and staff of the University.
Graduate Diploma in Public Health
Master of Health

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

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<td>GNPUHEAL-03</td>
<td>Graduate Diploma in Public Health</td>
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<tr>
<td>MAPUHEAL-07</td>
<td>Master of Public Health</td>
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</tbody>
</table>

2. Attendance pattern
The attendance pattern for these courses is full time or part time according to candidate choice. Most units of study are available both in distance mode and face to face, therefore candidate's choice will determine mode of attendance. Visa restrictions normally limit International students studying within Australia to taking a maximum of 25% of courses via distance mode.

3. Master's type
The master's degrees in these resolutions are professional master's courses, as defined by the Coursework Rule.

4. Embedded courses in this sequence
   (1) The embedded courses in this sequence are:
       (a) the Graduate Diploma in Public Health
       (b) the Master of Public Health
   (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5. Specialisations
   (1) The Master of Public Health is available in the following specialisations:
       (a) Chronic Disease Prevention
       (b) Communicable Disease Control
       (c) Health Promotion and Advocacy
       (d) Research Methods
   (2) All candidates will receive the same degree but the specialisation will be formally recognised on the degree transcript. The testamur for the degree will not specify the specialisation.
   (3) Completion of a specialisation is not a requirement of the course.

6. Admission to candidature
   (1) Available places in the Graduate Diploma in Public Health and Master of Public Health will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.
   (2) Admission to the Graduate Diploma of Public Health requires:
       (a) a bachelor's degree from the University of Sydney or equivalent qualification
   (3) Admission to the degree of Master of Public Health requires:
       (a) completion of the requirements for the embedded Graduate Diploma with at least a credit average in the core units of study;
       or
       (b) a bachelor’s degree in public health, medicine, medical science, nursing, allied health (including physiotherapy, occupational therapy, optometry), dentistry, veterinary science, education, communication and journalism, science, arts, psychology, social science, political science, policy analysis, government, international relations, engineering, architecture, mathematics, law, economics, commerce, business, accounting and marketing from the University of Sydney or an equivalent qualification

7. Requirements for award
   (1) The units of study that may be taken for the courses are set out in the Table of Units of Study: Public Health.
   (2) To qualify for the award of the Graduate Diploma in Public Health a candidate must successfully complete 48 credit points, including:
       (a) 36 credit points of core units of study; and
       (b) 12 credit points of elective units of study, with a minimum of 6 credit points from the Table.

Approved by the Academic Board, 3 December 2014
(3) To qualify for the award of the Master of Public Health a candidate must successfully complete 72 credit points, including:
   (a) 42 credit points of core units of study; and
   (b) 30 credit points of elective units of study, with a minimum of 18 credit points from the Table.

8. Course transfer

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

9. Transitional provisions

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

Candidates who commenced prior to 1 January, 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2023. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
APPENDIX 4: LIBRARY IMPACT STATEMENT

MPH IS BEING EXTENDED FROM 12 MONTHS OT 18TH MONTHS.

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See http://www.library.usyd.edu.au/contacts/subjectcontacts.html.

The Library Director should sign on the front page of this course proposal, as confirmation that:
- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

This section to be completed by faculty

<p>| | |</p>
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<tbody>
<tr>
<td>1.</td>
<td>Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?</td>
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<td>As discussed with Jayne O’Hare, we will continue to liaise with the Library as new individual units of study are developed</td>
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<td>2.</td>
<td>Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service?</td>
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<tr>
<td>3.</td>
<td>List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended.</td>
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This section to be completed by library staff

**Library resources required**

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**Initial costs of acquiring basic resources (digital and non-digital)**

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**Ongoing costs of resources**

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<td><strong>Ongoing information resources costs</strong></td>
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**Additional resource requirements**

I have had a meeting with the coordinators and no additional resources are required.

**Comments**

There are no additional requirements in terms of resources or supports. The changes are minimal.

**Implications**

No implications

**Estimated number of hours**

**Library Director's comments**

* The Library Director should sign on the front page.
### APPENDIX 5: REFERENCE – SESSION CODES

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<tr>
<td>S1CG</td>
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<td>S1CRA</td>
<td>Semester 1a (first seven weeks of Semester 1)</td>
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<tr>
<td>S1CRB</td>
<td>Semester 1b (last seven weeks of Semester 1)</td>
</tr>
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<td>S1CIJA</td>
<td>Int January*</td>
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<tr>
<td>S1CIFE</td>
<td>Int February*</td>
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<td>S1CIMR</td>
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<td>S1CIAP</td>
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<td>CC</td>
<td>Camperdown/Darlington</td>
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<td>Central Clinical School</td>
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<td>CF</td>
<td>Camden</td>
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<td>CH</td>
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APPENDIX 7: AQF COMPLIANCE

NAME OF COURSE: Master of Public Health
CODES: MAPUHEAL-07

1. Purpose

Check that the qualification is indeed a Level 9 Coursework Masters by:

a. Ensuring that it follows a Level 7 (Bachelors) degree or a Level 8 (Graduate Diploma/Graduate Certificate/Honours degree

   - CONFIRMED: The MPH qualification requires at least a Bachelor’s degree in a related topic area (or equivalent)

b. Ensuring that it is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

   - CONFIRMED. The MPH qualification is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice and scholarship. It also serves as a pathway for further learning in a range of aspects of public health.

2. Learning Outcomes

Ensure that graduates: understand recent disciplinary or practice developments; know about the applicable research principles and methods; can reflect critically on theoretical knowledge; have the skills to investigate, analyse and synthesise complex information and problems and apply it to different bodies of knowledge; can evaluate complex ideas; have the communication and technical research skills to justify and interpret findings and conclusions to specialist and non-specialist audiences; have these skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship; can plan and execute a research-based project, capstone experience and/or piece of scholarship.

   - CONFIRMED. The MPH qualification has explicit learning outcomes which address the areas required for AQF Level 9 and a curriculum that directly addresses the learning outcomes. All graduates will have undertaken a formal capstone experience or equivalent project.

3. Volume of Learning

Is the degree building on disciplinary knowledge in the Level 7 or 8 qualification?

a. If YES, the degree should be 1.5 years in length (72 credit points) following a Level 7 qualification, or 1 year (48 credit points) following a Level 8 qualification.

b. If NO, the degree should be 2 years (96 credit points) following a Level 7 qualification, or 1.5 years (72 credit points) following a level 8 qualification.

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.

   - CONFIRMED. The MPH qualification is 1.5 years in length (72 credit points) and builds on relevant knowledge and skills obtained in a Level 7 (and/or Level 8) qualification.

4. Disciplinary Similarity

For Masters by Coursework degrees where there is ambiguity about disciplinary similarity between Level 9 and Levels 7 and /or 8 –for example, in multidisciplinary Masters degrees – the Faculty must ensure that the volume of learning is sufficient to meet the learning outcomes.

   - CONFIRMED – There is no ambiguity about disciplinary similarity with lower level qualifications
5. Research Project, Capstone or Piece of Scholarship

Which unit(s) of study in the degree are devoted to a research-based project, capstone and or piece of scholarship?

Units of study devoted to a research-based project, capstone and or piece of scholarship are:

- PUBH5XX1 Capstone (6 cp – Semester 1)
- PUBH5XX1 Capstone (6 cp – Semester 2)
- PUBH5XXX Research project (12 cp – Semester 1 or Semester 2)
- PUBH5XXX Research project (6 cp – Semester 1)
- PUBH5XXX Research project (6 cp – Semester 2)
- PUBH5040 Professional placement (12 cp – Semester 1 or Semester 2)
- PUBH5041 Professional placement (6 cp – Semester 1)
- PUBH5041 Professional placement (6 cp – Semester 2)
- PUBH5xxx Special project (6 cp – Semester 1)
- PUBH5xxx Special project (6 cp – Semester 2)

6. Different Entry Pathways

Students will enter Masters with different prior qualifications (e.g. Level 7 or 8). There will be an appropriate reduction in the volume of learning for those with higher levels of entry qualification, based on a recognition of prior learning. This reduction in volume must be tailored so that all students meet the same learning outcomes, regardless of entry pathway.

There will be no formal reduction in volume of learning regardless of prior qualifications. Students may apply for credit as per the usual university policies and procedures.
APPENDIX 8: EVIDENCE OF CONSULTATION

The following sections are evidence of consultation for this proposal.

8.1 Deputy Vice Chancellor (Education) – 12 Sep 2016

Subject: RE: Public Health shift to 18 months for MPH and MiPH
Date: Monday, 13 February 2017 10:45:16 am Australian Eastern Daylight Time
From: Joel Negin
To: Robert Cumming, Kevin McGeechan, Michelle Dickson, Tim Driscoll
CC: Kerri Anton

s to move them from 48CP to 72CP (ie. to 18 months). This follows on
8.2 Marketing and Communication (Health) – 21 Feb 2017

Subject: Fwd: Confirmation of discussions re SPH course variations
Date: Wednesday, 22 February 2017 7:58:15 pm Australian Eastern Daylight Time
From: Joel Negin
To: Tim Driscoll, Kevin McGeechan, Robert Cumming, Kerri Anton, MPH Admin Officer, Michelle Dickson, Thomas Dakin
Attachments: image001.png, image002.png, image003.png

hem even more attractive.

CHRIS MAUNDER | Marketing Manager - Health
THE UNIVERSITY OF SYDNEY
8.3 Student Recruitment (Health) – 28 Feb 2017

Subject: Re: SPH proposed changes - consultation with Student Recruitment
Date: Wednesday, 15 March 2017 12:13:54 pm Australian Eastern Daylight Time
From: Lucy Buxton
To: Kerri Anton, Joel Negin, Thomas Dakin
CC: Grace Guan
Attachments: image001.png, image002.png

ent) and looking to change career out of {health} sector.
8.4 Student Recruitment, Marketing and Communications (Health) – 1 Jun 2017

Meeting invite list
(meeting held in Room 318, Edward Ford Building)
8.5 Head of Admissions – 14 Jun 2017

Subject: RE: 2019 changes for School of Public Health courses
Date: Thursday, 15 June 2017 10:46:16 am Australian Eastern Standard Time
From: Lianty Ng
To: Nicola Atkin
CC: Wencong Chai, Kerri Anton

Attachments: NEW Course of Study - Cricos Registration Form.pdf, HOW TO FILL IN NEW CRICOS REGISTRATION FORM.pdf

regarding related matters.
Regards,
Wen

or CRICOS code
8.6 Library Consultation – 13 July 2017

From: Nicola Atkin
Sent: Thursday, 13 July 2017 12:07 PM
To: Jayne O’Hare <jayne.ohare@sydney.edu.au>
Cc: Tim Driscoll <tim.driscoll@sydney.edu.au>; Kerri Anton <kerri.anton@sydney.edu.au>
Subject: Library consult - MPH to 18 months proposal

Hi Jayne

And here is the library impact consultation sheet for the MPH new course proposal.
Thank you for your assistance and input with this.

Kind regards
Nicola

Hi Jayne

Thank you so much, again, for meeting with us today. As follow-up, please find the attached Appendix 4 – Library impact statement, with the top section filled out.

Please let me know if there is anything further I can provide or if there is anything else we need to discuss. I look forward to working with you when we are designing our new skills UOS.

Best
Kerri

From: Jayne O’Hare <jayne.ohare@sydney.edu.au>
Date: Thursday, 6 July 2017 1:58 pm
To: Kerri Anton <kerri.anton@sydney.edu.au>, Tim Driscoll <tim.driscoll@sydney.edu.au>
Cc: Michelle Dickson <michelle.dickson@sydney.edu.au>, Nicola Atkin <nicola.atkin@sydney.edu.au>
Subject: RE: Library consult - SPH courses to 18-months

Hi Jayne,

I am free on Thurs any time between 10 and 2pm.

Thanks,
Jayne

JAYNE O’HARE | Academic Liaison Librarian
Sydney School of Public Health
Medicine Dentistry Nursing Pharmacy Health Sciences Cluster
Academic Services | University Library
THE UNIVERSITY OF SYDNEY
Level 2, Fisher Library | The University of Sydney | NSW | 2006
T +61 2 9351 4949 M +61 439661815
E jayne.ohare@sydney.edu.au | W http://www.library.usyd.edu.au

From: Kerri Anton
Sent: Thursday, July 06, 2017 1:11 PM
To: Jayne O’Hare; Tim Driscoll
Cc: Michelle Dickson; Nicola Atkin
Subject: Library consult - SPH courses to 18-months

Hi Jayne and Tim

While our draft full applications for the course change for the MPH and MGlobHlth are being reviewed by the TLC, Michelle and I thought it would be a good idea to continue with the details still needed to complete. For Section 8.4 we need the following:
8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix A Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.

I wonder if we could sort a time to meet briefly to discuss this and get sign-off for both proposals? My availability for next week is:
Tuesday 11 July anytime before 2PM
Wednesday 12 July before 10AM or 1:30-2PM
Thursday 13 July 10AM – 2PM

Thanks ever so much
Kerri
8.7 Student Recruitment – 18 July 2017

Dear All,
Please find attached comments for MPH to 18mo proposal.

To summarise:
MPH to 18 mo – Recruitment comments returned (24 July). Please return final copy for sign off
MIPH to Global Health + 18 mo – Recruitment comments returned (24 July). Please return final copy for sign off
MPH/MPhil – not yet received
MIPH/MPhil – not yet received

Kind regards
Lucy

---

DR LUCY BUXTON | Head of Recruitment (Health)
Global Student Recruitment & Mobility
DVC Registrar Portfolio

THE UNIVERSITY OF SYDNEY
Rm 412, Level 4, Jane Foss Russell Building G02 | The University of Sydney | NSW | 2006
T +61 2 9351 6242
E lucy.buxton@sydney.edu.au
W sydney.edu.au

CRICOS 00026A
This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments.

From: Nicola Atkin <nicola.atkin@sydney.edu.au>
Date: Thursday, 20 July 2017 at 9:15 am
To: Lucy <lucy.buxton@sydney.edu.au>
Cc: Kerri Anton <kerri.anton@sydney.edu.au>, Grace Guan <grace.guan@sydney.edu.au>
Subject: MPH to 18 months course proposal

Hi Lucy
Thanks for your time on Tuesday morning.
Please find attached the new course proposal form for the MPH. Apologies for the delay in getting this to you. We would appreciate it if you could have a look at Part 1 of this document, and Part 1.4 in particular and make any changes or comments.

As Kerri indicated with the Master of Global Health proposal she sent through to you on Tuesday, it would be great if you could get any comments back to me by early next week.

Thanks again
Nicola

---

NICOLA ATKIN – Wednesday and Thursday only
Sydney School of Public Health | Sydney Medical School

THE UNIVERSITY OF SYDNEY
Rm 322, Edward Ford Building A27 | The University of Sydney | NSW | 2006
T +61 2 9314 1228 | F +61 2 9036 6247
E nicola.atkin@sydney.edu.au | W http://sydney.edu.au/medicine/public-health
8.8 School of Public Health – Marketing Brainstorming Meeting – 25 July 2017

Meeting invite list
(meeting held in the Dean’s Conference Room (201), Edward Ford Building)
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Ms Veronica Boulton, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Trevor Hambley, Dean of Science</td>
</tr>
<tr>
<td>Paper title</td>
<td>New Course Proposal: Bachelor of Science / Master of Mathematics</td>
</tr>
<tr>
<td>Purpose</td>
<td>Creation of a new 4.5 year vertically integrated Master degree: Bachelor of Science / Master of Mathematics</td>
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</table>

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to introduce the Bachelor of Science / Master of Mathematics;

2. recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Science;

3. approve the introduction of course resolutions and the amendment of unit of study tables arising from this proposal with effect from 1 January 2019.

**EXECUTIVE SUMMARY**

This new vertically integrated master program is designed to give students a depth and breadth which is comparable to PhD qualifying exams offered in many US institutions. We aim for this program to be a beacon for those high-achieving domestic and international students.

This type of program has grown in strength internationally and will also be an attractive option to our Bachelor of Science (Advanced Mathematics) students. It will also appeal to a much broader cohort, and will certainly attract those students who would be likely to go on to undertake further research.

The program prepares students for research in Mathematics, Statistics, Financial Mathematics and Statistics and Data Science, incorporating a 24cpt research based projects.

The Faculty will use existing units of study for years one and two, with approximately 24 cpts of new units of study will need to be developed. Characteristic features of our new curriculum framework which includes interdisciplinary experience are also embedded into these programs.

The degree is closely aligned to the University strategy on vertically integrated Master degrees and have expected qualities of the graduates have been mapped to the University of Sydney Graduate Qualities.

**IMPLEMENTATION**

For implementation commencing 1 January 2019

**ATTACHMENTS**

1. Bachelor of Science/Master of Mathematics and attachements, including resolutions
2. Master of Mathematics and attachements, including resolutions
Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Science

1.1 With the exception of the Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Science. The Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, are provided and conferred according to the rules specified by the Senate and the Academic Board.

1.2 This list is amended with effect from 1 January, 2018. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the Faculty at the time.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<td>Doctor of Science</td>
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<tr>
<td>RHAGRECO-01</td>
<td>Doctor of Agricultural Economics</td>
<td>DAgRec</td>
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<td>RHSCAGRI-01</td>
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<td>RHVETSCI-01</td>
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<tr>
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27 October 2017 0:30:38 NOT ACADEMIC BOARD APPROVED
### Credit Points

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*may be awarded with honours following a further year of study.

**may be awarded with honours in an integrated program.

### Combined degrees

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<td>BPSCIILAW-01</td>
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<td>BSc/MMath</td>
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<td>BUSCINUR-02</td>
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<td>Bachelor of Science and Bachelor of Advanced Studies</td>
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<tr>
<td>Dalyell</td>
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<td>Animal and Veterinary Bioscience</td>
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<td>Food and Agribusiness</td>
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<tr>
<td></td>
<td>Master of Veterinary Studies/Master of Veterinary Clinical</td>
<td>M VetStud/M VetClinStud</td>
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<td>Canine Medicine</td>
<td>M VetStud/M VetClinStud(Canine Medicine)</td>
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<td>Equine Medicine</td>
<td>M VetStud/M VetClinStud(Equine Medicine)</td>
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<td>Equine Surgery</td>
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<td>Feline Medicine</td>
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<tr>
<td></td>
<td>Ruminant Medicine</td>
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</tr>
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<td>Small Animal Cardiology</td>
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<tr>
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<td>M VetStud/M VetClinStud(Veterinary Anaesthesia)</td>
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<td>Veterinary Dermatology</td>
<td>M VetStud/M VetClinStud(Veterinary Dermatology)</td>
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<td></td>
<td>Veterinary Diagnostic Imaging</td>
<td>M VetStud/M VetClinStud(Veterinary Diagnostic Imaging)</td>
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<tr>
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<td>Veterinary Emergency Medicine and Critical Care</td>
<td>M VetStud/M VetClinStud(Veterinary Emergency Medicine and Critical Care)</td>
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<td>Veterinary Pathology</td>
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<td>BPVBLVMED-01</td>
<td>Bachelor of Veterinary Biology/Doctor of Veterinary Medicine</td>
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<td></td>
<td>Bachelor of Science and Bachelor of Advanced Computing</td>
<td>BSc/BAdvComp</td>
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<tr>
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<td>Medical Science</td>
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</table>

*may be awarded with honours following a further year of study.

**may be awarded with honours in an integrated program.

### Double degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MACLPPHD-01 / RPPHDSCI-04</td>
<td>Master of Clinical Psychology and Doctor of Philosophy</td>
<td>MCP:PhD</td>
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<tr>
<td>BPMSCMED-01</td>
<td>Bachelor of Medical Science* and Doctor of Medicine (no new intake from 2018)</td>
<td>BMedSc:MD</td>
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<tr>
<td>BPSCADMD-01</td>
<td>Bachelor of Science (Advanced)* and Doctor of Dental Medicine (no new intake from 2018)</td>
<td>BSc(Adv)/DMD</td>
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<td>Bachelor of Science and Doctor of Dental Medicine</td>
<td>BSc/DMD</td>
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<tr>
<td>BPSCINUD-01</td>
<td>Bachelor of Science* and Master of Nutrition and Dietetics</td>
<td>BSc/MND</td>
<td>240</td>
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<tr>
<td>Dalyell</td>
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<tr>
<td>BPSCAMED-01</td>
<td>Bachelor of Science (Advanced)* and Doctor of Medicine (no new intake from 2018)</td>
<td>BSc(Adv)/MD</td>
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<td>BSc/MD</td>
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<td>Medical Science</td>
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*may be awarded with honours following a further year of study.
### 5 Graduate diplomas

<table>
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<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
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<tbody>
<tr>
<td>GNPSYCOA-01</td>
<td>Graduate Diploma in Coaching Psychology</td>
<td>GradDip(CoachPsyc)</td>
<td>36</td>
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<tr>
<td>GNMASCMG-02</td>
<td>Graduate Diploma in Marine Science and Management</td>
<td>GradDipMarSciMgt</td>
<td>48</td>
</tr>
<tr>
<td>GNENVSCI-02</td>
<td>Graduate Diploma in Environmental Science</td>
<td>GradDipEnviSci</td>
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</tr>
<tr>
<td>TBD</td>
<td>Graduate Diploma in Mathematics (exit only)</td>
<td>GradDipMath</td>
<td>72</td>
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<tr>
<td>GNMEDPHY-01</td>
<td>Graduate Diploma in Medical Physics</td>
<td>GradDipMedPhys</td>
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</tr>
<tr>
<td>GNPSYCHO-02</td>
<td>Graduate Diploma in Psychology</td>
<td>GradDipPsych</td>
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<tr>
<td>GNSCIENC-01</td>
<td>Graduate Diploma in Science</td>
<td>GradDipSc</td>
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<tr>
<td>GNSUSTAI-01</td>
<td>Graduate Diploma in Sustainability</td>
<td>GradDipSust</td>
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<tr>
<td>GNAGRENV-01</td>
<td>Graduate Diploma in Agriculture and Environment</td>
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<tr>
<td>GNANIMSCI-01</td>
<td>Graduate Diploma in Animal Science (no new intake from 2018)</td>
<td>GradDipAnimSc</td>
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</tr>
<tr>
<td>GNASCABM-01</td>
<td>Animal Breeding Management (available by distance online only) (no new intake from 2018)</td>
<td>GradDipAnimSc(ABMgt)</td>
<td>48</td>
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<tr>
<td></td>
<td>Animal Genetics (no new intake from 2018)</td>
<td>GradDipAnimSc(Animal Genetics)</td>
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</tr>
<tr>
<td>GNVETPHE-01</td>
<td>Graduate Diploma in Veterinary Public Health (no new intake from 2017)</td>
<td>GradDipVPH</td>
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</tr>
<tr>
<td>GNVPHMA-01</td>
<td>Graduate Diploma in Veterinary Public Health Management (no new intake from 2018)</td>
<td>GradDipVPHMgt</td>
<td>36</td>
</tr>
<tr>
<td>GNVETSTD-01</td>
<td>Graduate Diploma in Veterinary Studies (no new intake from 2018)</td>
<td>GradDipVetStud</td>
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</tr>
<tr>
<td></td>
<td>Small Animal Clinical Studies</td>
<td>GradDipVetStud(Small Animal Clinical Studies)</td>
<td>36</td>
</tr>
<tr>
<td>GNWIHEPM-02</td>
<td>Graduate Diploma of Wildlife Health and Population Management (no new intake from 2018)</td>
<td>GradDipMWHPMgt</td>
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</tbody>
</table>

### 6 Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCPSYCOA-01</td>
<td>Graduate Certificate in Coaching Psychology</td>
<td>GradCert(CoachPsyc)</td>
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</tr>
<tr>
<td>GCMASCMG-01</td>
<td>Graduate Certificate in Marine Science and Management</td>
<td>GradCertMarSciMgt</td>
<td>24</td>
</tr>
<tr>
<td>TBD</td>
<td>Graduate Certificate in Mathematics (exit only)</td>
<td>GradCertMath</td>
<td>48</td>
</tr>
<tr>
<td>GCENVSCI-01</td>
<td>Graduate Certificate in Environmental Science</td>
<td>GradCertEnviSci</td>
<td>24</td>
</tr>
<tr>
<td>GCSCIIPS-01</td>
<td>Graduate Certificate in Science (History and Philosophy of Science)</td>
<td>GradCertSci(HPS)</td>
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</tr>
<tr>
<td>GCSUSTAI-01</td>
<td>Graduate Certificate in Sustainability</td>
<td>GradCertSust</td>
<td>24</td>
</tr>
<tr>
<td>gcagreenv-01</td>
<td>Graduate Certificate in Agriculture and Environment</td>
<td>GradCertAgrEnv</td>
<td>24</td>
</tr>
<tr>
<td>GCANIMSCI-01</td>
<td>Graduate Certificate in Animal Science (no new intake from 2018)</td>
<td>GradCertAnimSc</td>
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<tr>
<td>GCASCABM-01</td>
<td>Animal Breeding Management (available by distance online only) (no new intake from 2018)</td>
<td>GradCertAnimSc(ABMgt)</td>
<td>24</td>
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<tr>
<td></td>
<td>Animal Genetics (no new intake from 2018)</td>
<td>GradCertAnimSc(Animal Genetics)</td>
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<tr>
<td>GCVETPHE-01</td>
<td>Graduate Certificate in Veterinary Public Health (no new intake from 2017)</td>
<td>GradCertVPH</td>
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<td>GCVETSTD-01</td>
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<td>Small Animal Clinical Studies</td>
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<tr>
<td>Code</td>
<td>Course title &amp; stream</td>
<td>Abbreviation</td>
<td>Credit points</td>
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<tr>
<td>GCWIHEPM-02</td>
<td>Graduate Certificate in Wildlife Health and Population Management (no new intake from 2018)</td>
<td>GradCertWHPMgt</td>
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</tr>
</tbody>
</table>
Bachelor of Science / Master of Mathematics

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 2010 (the ‘Coursework Rule’), the Coursework Policy 2014 the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2015 and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Stream title</th>
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<tbody>
<tr>
<td>TBD</td>
<td>Bachelor of Science/ Master of Mathematics</td>
<td>Dalyell</td>
</tr>
<tr>
<td>TBD</td>
<td>Bachelor of Science/ Master of Mathematics</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for the Bachelor of Science is full time or part time according to candidate choice. The attendance pattern for the Master of Mathematics is full time or part time according to candidate choice.

3 Streams

The Bachelor of Science/Master of Mathematics is a vertically integrated degree and is only available in the following streams:

(a) Advanced
(b) Dalyell

Completion of the advanced stream is a requirement of the Bachelor of Science/Master of Mathematics. The requirements for the completion of the Dalyell stream is in Table S of the Shared Pool for Undergraduate Degrees.

4 Masters type

The masters degree in these resolutions is an Advanced Learning Master’s course, as defined by the Coursework Policy.

5 Admission to candidature

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

(2) Admissions to the Dalyell stream requires achievement of a minimum tertiary admissions rank (ATAR), or equivalent, set by the Board of Interdisciplinary Studies.

6 Requirements for award

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

(a) Table A for the Bachelor of Science; and
(b) Table S from the Shared Pool for Undergraduate Degrees; and
(c) Table O from the Shared Pool for Undergraduate Degrees; and
(d) The Table of units for the Master of Mathematics from the Faculty of Science

(2) In these resolutions, Table A, Table S, Table O mean Table A, Table S and Table O as specified here.

(3) To qualify for the award of the Bachelor of Science/Master of Mathematics, a candidate must successfully complete 216 credit points, comprising 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including:

i. 12 credit points of mathematics degree core units, as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and

ii. DATA1002 and 6 additional credit points of science core units of study (excluding units listed as mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and

iii. 60 credit points of the Mathematical Sciences program as defined in Table A, and

iv. A minor (36 credit points) or second major (48 credit points) as defined in Table A or Table S,

v. 12 credit points of units of study in the Open Learning Environment as listed in Table O; and

vi. Where appropriate, elective units from Table A and Table S; and

vii. If enrolled in the Dalyell stream, complete the requirements for the stream as specified in Table S.

(a) 96 credit points to qualify for the award of the Master of Mathematics as specified in the Table of units for the Master of Mathematics from the Faculty of Science including:

(i) No more than 24 credit points of 3000 level electives; and

(ii) No more than 48 credit points of 4000 level electives; and

(iii) At least 12 credit points of 5000 level electives, and

(iv) 24 credit points of research core project units

7 Progression rules
Progression within the Bachelor of Science
(a) Candidates must complete all the requirements for the degree of Bachelor of Science, within three years fulltime or six years on a part time basis excluding any authorised periods of suspension, in order to progress to the Master of Mathematics degree.
(b) Candidates must achieve a Weighted Average Mark (WAM) of at least 65.0 in each year of study in the Bachelor of Science to continue in the integrated course. The requirement for progression to the Masters of Mathematics is at least a distinction average in 24 credit points of units in Mathematical Sciences program as defined in Science Table A at 3000 level or above.
(c) Failure to maintain the minimum progression requirements will result in candidates being transferred from the integrated degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.

Progression within the Dalyell Stream
(a) With the permission of the Dalyell coordinator of the School of Mathematics and Statistics, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.
(b) Candidates must achieve a WAM at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a WAM at the level determined by the Board of Interdisciplinary Studies may continue in the Bachelor of Science component of the degree, but will not remain in the Dalyell Stream.

Progression within the Master of Mathematics
Progression within the Master of Mathematics is as specified in the resolutions for the Master of Mathematics.

Award of the degree
(1) The Bachelor of Science is awarded as a Pass degree.
(2) The Master of Mathematics is awarded as a Pass degree only.

Course transfer
A student may abandon this course and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree. Completion of the Master of Mathematics in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2018.
Structure of Proposed BSc/MMath degree is a stream based version of current Mathematical Sciences Program which has been expanded to include provision for a Data Science major.

The BSc/MMath vertically integrated master includes a core coding unit, DATA1002. The table below gives the intended structure.

The current (60 cp) Mathematical Sciences Program is expanded to include DATA1002 (66 cp):

- 12 credit points Maths degree core at 1000 level
- 6 credit points core DATA1002
- 24 credit points at 2000 level, including at least three of four specified core units
- 24 credit points at 3000 level

Importantly, the proposed structure for the BSc/MMath also meets broader BSc degree requirements as core 1000 level Data Science units may count towards the Maths degree core (DATA1901) and Science degree core (DATA1002). Further the Program and Science degree core are contained within 72 credit points.

<table>
<thead>
<tr>
<th>First year</th>
<th>12 credit points of Maths degree core units:</th>
<th>12 credit points of Science (non-Maths) degree core units:</th>
<th>Elective Dalyell</th>
<th>OLE</th>
<th>Major 2 /Minor</th>
<th>Major 2 /Minor</th>
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</thead>
<tbody>
<tr>
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<td>MATH1921 (3cp)</td>
<td>DATA1002 (6cp)</td>
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<tr>
<td></td>
<td>MATH1923 (3cp)</td>
<td>Science 1000 level core (6cp)</td>
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<td>MATH1902 (3cp)</td>
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<td>MATH1905 (3cp)</td>
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</table>

<table>
<thead>
<tr>
<th>Second year</th>
<th>24 credit points of 2000 level Mathematics and Statistics units chosen as follows:</th>
<th>Elective Dalyell</th>
<th>OLE</th>
<th>Major 2 /Minor</th>
<th>Major 2 /Minor</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Second year core units: Students must choose three of MATH2921, MATH2922, STAT2911 and DATA2902</td>
<td></td>
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<tr>
<td></td>
<td>For a <strong>Mathematics major</strong> students must choose MATH2921 and MATH2922 from the core and then either MATH2923 or MATH2988 as a selective in addition to the third core unit</td>
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<tr>
<td></td>
<td>For a <strong>Statistics major</strong>, students must choose STAT2911 and DATA2902 from the core, one additional core unit and a selective unit from units offered by the School of Mathematics and Statistics.</td>
<td></td>
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<tr>
<td></td>
<td><strong>For a Financial Mathematics and Statistics major</strong>, students must choose STAT2911 from the core, two other core units and MATH2970</td>
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<tr>
<td></td>
<td><strong>For a Data Science major</strong> students must choose STAT2911, DATA2902, from the core one other core unit and DATA2001.</td>
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</tbody>
</table>
The VIM program includes an option of continuing to a fourth year where students will have a range of advanced coursework 4000 level units to choose from or to the vertically integrated MMath if students are enrolled in the BSc/MMath degree. Currently, under the old degree structures, most BSc(Advanced Mathematics) students continue to honours, both in the School of Mathematics and Statistics and also in other Schools in the Faculty of Science, particularly in Physics.

The program will have enough flexibility to accommodate the 2+3+3 structure of the Mathematics and Data Science majors and the 2+2+4 structure of the Statistics and Financial Mathematics and Statistics majors.
<table>
<thead>
<tr>
<th>UoS collection name</th>
<th>coll.</th>
<th>Session</th>
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<th>UoS name</th>
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<td>Statistics Research Project 1 &amp; 2</td>
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<td>Research topics in Analysis A &amp; B</td>
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<td>Research topics in Applied Analysis A &amp; B</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td>MATH4XXX</td>
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<tr>
<td></td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td></td>
<td></td>
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<td>MATH4XXX</td>
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<td>6</td>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>3000-level electives</td>
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<td>MATH3XXX</td>
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<tr>
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<td>both</td>
<td>STAT3XXX</td>
<td>electives from Statistics</td>
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</tbody>
</table>
TEMPLATE for AQF COMPLIANCE for a MASTERS DEGREE (COURSEWORK) COURSE
Faculties should complete this template for reporting to the Graduate Studies Committee of Academic Board

NAME OF COURSE: Master of Mathematics
CODE ________TBD_________________

1. Purpose
Check that the qualification is indeed a Level 9 Coursework Masters by:

a. Ensuring that it follows a Level 7 (Bachelors) degree or a Level 8 (Graduate Diploma/Graduate Certificate/Honours degree)

b. Ensuring that it is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

Faculty response: Tick box:   (a) Yes    No          (b) Yes   No

2. Learning Outcomes
Ensure that graduates: understand recent disciplinary or practice developments; know about the applicable research principles and methods; can reflect critically on theoretical knowledge; have the skills to investigate, analyse and synthesise complex information and problems and apply it to different bodies of knowledge; can evaluate complex ideas; have the communication and technical research skills to justify and interpret findings and conclusions to specialist and non-specialist audiences; have these skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship; can plan and execute a research-based project, capstone experience and/or piece of scholarship.

Faculty response:  The course is designed to meet the learning outcomes.  Tick box:  Yes    No

The purpose of the MMath degree is to prepare students for undertaking research in Mathematics, Statistics or advanced Data Science.  The course will not only have a substantial (24 credit point) research-based project but will also foster the skills listed above through advanced coursework units of study that will engage students with the latest research and require them to reflect critically on what they are learning, to solve problems using the theory and ideas they are learning and to communicate in both written and spoken form.

The learning outcomes of the degree have been mapped to the requirements of AQF level 9 qualifications.

3. Volume of Learning
Is the degree building on disciplinary knowledge in the Level 7 or 8 qualification?

a. If YES, the degree should be 1.5 years in length (72 credit points) following a Level 7 qualification, or 1 year (48 credit points) following a Level 8 qualification.

b. If NO, the degree should be 2 years (96 credit points) following a Level 7 qualification, or 1.5 years (72 credit points) following a level 8 qualification.

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.
Faculty Response: The course has the appropriate volume of learning to meet the learning outcomes

Tick box: Yes □ No □

Baseline requirements for admission to the Masters component of these vertically integrated degrees require students to have successfully undertaken study in an area of the Mathematical Sciences as part of the final year of a Level 7 qualification. To be eligible to be awarded the MMath, a student must complete 96 credit points of study over two years.

4. Disciplinary Similarity

For Masters by Coursework degrees where there is ambiguity about disciplinary similarity between Level 9 and Levels 7 and/or 8 –for example, in multidisciplinary Masters degrees – the Faculty must ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty Response: The Faculty can justify the volume of learning required where there is disciplinary dissimilarity between Levels 7 and 8 and Level 9. Tick box: Yes □ No □

All students who are granted entry to the MMath will have completed study in at least one area of the Mathematical Sciences as part of the final year of a Level 7 qualification and so we anticipate that there will be no problems with disciplinary dissimilarity.

5. Research Project, Capstone or Piece of Scholarship

Which unit(s) of study in the degree are devoted to a research-based project, capstone and or piece of scholarship?

Faculty Response: All students who complete the MMath will complete a 24 credit point research-based project unit.

6. Different Entry Pathways

Students will enter Masters with different prior qualifications (e.g. Level 7 or 8). There will be an appropriate reduction in the volume of learning for those with higher levels of entry qualification, based on a recognition of prior learning. This reduction in volume must be tailored so that all students meet the same learning outcomes, regardless of entry pathway.

Faculty Response: None required
# BSc/MMath Learning Outcomes

**School of Mathematics and Statistics**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Upon completion of an MMath graduates will demonstrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1: Understanding</td>
<td>1.1 ability to independently construct logical, clearly presented and justified arguments incorporating deductive reasoning,</td>
</tr>
<tr>
<td></td>
<td>1.2 understanding of the breadth of the discipline, its role in other fields, and the way other fields contribute to development of the mathematical sciences.</td>
</tr>
<tr>
<td>LO2: Knowledge</td>
<td>2.1 knowledge of the principles and concepts of a broad range of fundamental areas in the mathematical sciences</td>
</tr>
<tr>
<td></td>
<td>2.2 well-developed knowledge in at least four broad areas of the mathematical sciences and deep knowledge in at least one specialist area.</td>
</tr>
<tr>
<td>LO3: Inquiry</td>
<td>3.1 ability to formulate and model practical and abstract problems in mathematical and/or statistical terms using a variety of methods,</td>
</tr>
<tr>
<td></td>
<td>3.2 ability to apply mathematical and/or statistical principles, concepts, techniques and technology to solve practical and abstract problems and interpret results critically</td>
</tr>
<tr>
<td>LO4: Communication</td>
<td>4.1 appropriate interpretation of information communicated in mathematical and statistical form,</td>
</tr>
<tr>
<td></td>
<td>4.2 appropriate presentation of information, reasoning, and conclusions in written, visual, and oral modes of communication, to diverse audiences (expert and non-expert).</td>
</tr>
<tr>
<td>LO5: Understanding</td>
<td>5.1 ability to self-direct learning to extend their existing knowledge and that of others,</td>
</tr>
<tr>
<td></td>
<td>5.2 ability to work effectively and responsibly in an individual or team context,</td>
</tr>
<tr>
<td></td>
<td>5.3 understanding and recognition of what constitutes an ethical and correct application of mathematical and statistical approaches to solving problems.</td>
</tr>
</tbody>
</table>
**AQF (Second Edition, January 2013) – Level 9 Masters Degree (Coursework) Mapping**

**Purpose:** The Masters Degree (Coursework) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

<table>
<thead>
<tr>
<th>AQF Descriptor</th>
<th>BSc/ MMath CLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>Graduates of a Masters Degree (Coursework) will have:</td>
<td></td>
</tr>
<tr>
<td>• a body of knowledge that includes the understanding of recent developments</td>
<td>1.2, 2.1, 2.2</td>
</tr>
<tr>
<td>in a discipline and/or area of professional practice</td>
<td></td>
</tr>
<tr>
<td>• knowledge of research principles and methods applicable to a field of work</td>
<td>1.1, 3.1, 3.2, 5.3</td>
</tr>
<tr>
<td>and/or learning</td>
<td></td>
</tr>
</tbody>
</table>

| **Skills**                                                                      |                 |
| Graduates of a Masters Degree (Coursework) will have:                           |                 |
| • cognitive skills to demonstrate mastery of theoretical knowledge and to reflect| 1.1, 1.2, 4.1    |
|   critically on theory and professional practice or scholarship                |                 |
| • cognitive, technical and creative skills to investigate, analyse and synthesize | 1.1, 3.1, 3.2, 4.1 |
|   complex information, problems, concepts and theories and to apply             |                 |
|   established theories to different bodies of knowledge or practice             |                 |
| • cognitive, technical and creative skills to generate and evaluate complex ideas| 1.1, 2.1, 2.2, 3.1, 3.2, 4.1 |
|   and concepts at an abstract level                                            |                 |
| • communication and technical research skills to justify and interpret theoretical| 1.1, 4.1, 4.2    |
|   propositions, methodologies, conclusions and professional decisions to        |                 |
|   specialist and non-specialist audiences                                      |                 |
| • technical and communication skills to design, evaluate, implement, analyse    | 1.1, 3.1, 3.2, 4.2 |
|   and theorise about developments that contribute to professional practice or   |                 |
|   scholarship                                                                   |                 |

| **Skills**                                                                      |                 |
| Graduates of a BSc/Masters Degree (Coursework) will demonstrate the application of|                 |
| knowledge & skills:                                                             |                 |
| • with creativity and initiative to new situations in professional practice and/or| 5.1, 5.2, 5.3    |
|   for further learning with high level personal autonomy and accountability      |                 |
| • to plan and execute a substantial research-based project, capstone experience  | 3.1, 3.2, 5.1, 5.2, 5.3 |
|   and/or piece of scholarship                                                    |                 |

Learning outcomes for the BSc component of the BSc/MMath are the same as the learning outcomes for the Bachelor of Science in the new Science curriculum. Learning outcomes for each of the four Mathematical Sciences majors have been mapped and approved.

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Resubmitted 20171011
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Ms Veronica Boulton, Faculty of Science</th>
</tr>
</thead>
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<tr>
<td>Reviewer/Approver</td>
<td>Professor Trevor Hambley, Dean of Science</td>
</tr>
<tr>
<td>Paper title</td>
<td>Master of Mathematics</td>
</tr>
<tr>
<td>Purpose</td>
<td>Creation of a new Master of Mathematics</td>
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</table>

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to introduce the Master of Mathematics;
2. recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Science;
3. approve the introduction of course resolutions and the amendment of unit of study tables arising from this proposal with effect from 1 January 2019.

**EXECUTIVE SUMMARY**

This new Master of Mathematics degree is designed to provide students with a strong training in mathematical sciences qualification which will be competitive in the international market and/or create an excellent mathematical science foundation for a diversity of careers in our increasingly technological and mathematical world. The focus can be on Mathematics, Statistics, Financial Mathematics and Statistics or Data Science.

The degree will provide thorough training in the mathematical sciences for students who wish to transition from undergraduate studies to research in the mathematical sciences and provide a solid foundation for PhD studies.

Students will undertake study in three of four core areas and further study in at least one specialisation. A 24cp project will further prepare them for research.

**IMPLEMENTATION**

For implementation commencing 1 January 2019.

**ATTACHMENTS**

1. Master of Mathematics and attachments, including resolutions
### Resolutions of the Senate

1. **Degrees, diplomas and certificates of the Faculty of Science**

   (1) With the exception of the Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Science. The Doctor of Science, the Doctor of Philosophy, the Doctor of Agricultural Economics, the Doctor of Science in Agriculture, and the Doctor of Veterinary Science, are provided and conferred according to the rules specified by the Senate and the Academic Board.

   (2) This list is amended with effect from 1 January, 2018. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the Faculty at the time.

#### 2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHSCIENC-01</td>
<td>Doctor of Science</td>
<td>DSc</td>
<td>Published Work</td>
</tr>
<tr>
<td>RHAGRECO-01</td>
<td>Doctor of Agricultural Economics</td>
<td>DAgrEc</td>
<td>Published Work</td>
</tr>
<tr>
<td>RHSCAGRI-01</td>
<td>Doctor of Science in Agriculture</td>
<td>DSacAgr</td>
<td>Published Work</td>
</tr>
<tr>
<td>RHVETSCI-01</td>
<td>Doctor of Veterinary Science</td>
<td>DVSc</td>
<td>Published Work</td>
</tr>
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<td>RPPHDSCI-01</td>
<td>Doctor of Philosophy</td>
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<td>Published Work</td>
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<td>RPPHDAGR-01</td>
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<td>PhD</td>
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<td>RPPHDVET-01</td>
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<td>RPMHLSI-01</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
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<tr>
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<td>Master of Philosophy (no new intake from 2017)</td>
<td>MPhil</td>
<td>Research</td>
</tr>
<tr>
<td>RASCSCI-01</td>
<td>Master of Science (no new intake from 2016)</td>
<td>MSc</td>
<td>Research</td>
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<tr>
<td>RMSCVESC-01</td>
<td>Master of Science in Veterinary Science (no new intake from 2017)</td>
<td>MScVetSc</td>
<td>Research</td>
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<tr>
<td>RMVETCSL-01</td>
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<td>MVetClinStud</td>
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<tr>
<td>RMVETSCI-01</td>
<td>Master of Veterinary Science (no new intake from 2017)</td>
<td>MVSc</td>
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<tr>
<td>MASCISCO-01</td>
<td>Master of Science in Coaching Psychology</td>
<td>MSc(CoachPsyc)</td>
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<tr>
<td>MAMASCMG-02</td>
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<td>MMarSciMgt</td>
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<td>TBD</td>
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<td>MEnviSciLaw</td>
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<td>MAMEDPHY-01</td>
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<td>MANUTDIE-01</td>
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<tr>
<td>MASUSTAI-01</td>
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<tr>
<td>MACLIPSY-01</td>
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<td>MCP</td>
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<tr>
<td>MAAIRENV-01</td>
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<td>MAgriEnv</td>
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</tr>
<tr>
<td>MAANMSCI-01</td>
<td>Master of Animal Science (no new intake from 2018)</td>
<td>MAnimSc</td>
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<tr>
<td>MAASCABM-01</td>
<td>Animal Breeding Management (available by distance online only) (no new intake from 2018)</td>
<td>MAnimSc(ABMgt)</td>
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<td>MAASNACG-01</td>
<td>Animal Genetics (no new intake from 2018)</td>
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<tr>
<td>MAANUTNUT-01</td>
<td>Animal Nutrition (no new intake from 2018)</td>
<td>MAnimSc(Animal Nutrition)</td>
<td>72</td>
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<tr>
<td>MAANARTD-01</td>
<td>Animal Reproduction (no new intake from 2018)</td>
<td>MAnimSc(Animal Reproduction)</td>
<td>72</td>
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<tr>
<td>MAVETPHE-01</td>
<td>Master of Veterinary Public Health (no new intake from 2017)</td>
<td>MVPH</td>
<td>48</td>
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<tr>
<td>MAVEPHAMA-01</td>
<td>Master of Veterinary Public Health Management (no new intake from 2018)</td>
<td>MVPHMgt</td>
<td>48</td>
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<tr>
<td>MAVETSTD-02</td>
<td>Master of Veterinary Studies (no new intake from 2018)</td>
<td>MNetStd</td>
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<tr>
<td>Code</td>
<td>Course title &amp; stream</td>
<td>Abbreviation</td>
<td>Credit points</td>
</tr>
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<tr>
<td>MAVETSTD-03</td>
<td>Master of Veterinary Studies (Small Animal Clinical Studies)</td>
<td>MAVetStud/Small Animal Clinical Studies</td>
<td>48</td>
</tr>
<tr>
<td>MAWIHEPM-01</td>
<td>Master of Wildlife Health and Population Management (no new intake from 2018)</td>
<td>MWHPMgt</td>
<td>72</td>
</tr>
<tr>
<td>MAVETMED-01</td>
<td>Doctor of Veterinary Medicine</td>
<td>DVM</td>
<td>192</td>
</tr>
<tr>
<td>BPLARSC-01</td>
<td>Bachelor of Liberal Arts and Science*</td>
<td>BLAS</td>
<td>144</td>
</tr>
<tr>
<td>BPMEDSCI-02</td>
<td>Bachelor of Medical Science* (no new intake from 2018)</td>
<td>BMedSc</td>
<td>144</td>
</tr>
<tr>
<td>BPPSYCHO-02</td>
<td>Bachelor of Psychology*</td>
<td>BPsych</td>
<td>192</td>
</tr>
<tr>
<td>BPSCIENC-02</td>
<td>Bachelor of Science*</td>
<td>BSc</td>
<td>144</td>
</tr>
</tbody>
</table>

Dalyell
Medical Science
Advanced* (no new intake from 2018) BSc(Advanced) 144
Advanced Mathematics* (no new intake from 2018) BSc(Advanced Mathematics) 144

BUAGRECO-01 | Bachelor of Agricultural Economics (no new intake from 2015)* | BAgRec | 192           |
BUFDAAGBU-01 | Bachelor of Food and Agribusiness* (no new intake from 2018) | BFoodAgrib | 192           |
BPENSVSYS-01 | Bachelor of Environmental Systems (no new intake from 2017)* | BEnvSys | 144           |
BURESECN-01 | Bachelor of Resource Economics (no new intake from 2015)* | BResEc | 192           |
BUSCAGRI-01 | Bachelor of Science in Agriculture* (no new intake from 2018) | BScAgr | 192           |
BUANVEBI-01 | Bachelor of Animal and Veterinary Bioscience* (no new intake from 2018) | BArlVeBioSc | 192           |
BUSCVETE-01  | Bachelor of Science (Veterinary)* (no new intake from 2018) | BSc(Vet) | 48            |
BPVETBIO-01  | Bachelor of Veterinary Biology (exit only) | BVetBiol | 144           |

*may be awarded with honours following a further year of study.
*may be awarded with honours in an integrated program.

### Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
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<tbody>
<tr>
<td>BPBETMSC-02</td>
<td>Bachelor of Commerce* and Bachelor of Science* (no new intake from 2018)</td>
<td>BCom/BSc</td>
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<tr>
<td>BPBESMSCI-02</td>
<td>Bachelor of Education (Secondary Mathematics)* and Bachelor of Science*</td>
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<td>BEd(Sec:Science)/BSc</td>
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<td>BPITCMSC-01</td>
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<td>BPSCIART-02</td>
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Dalyell
Advanced
BUSCINUR-02  | Bachelor of Science* and Master of Nursing | BSc/MN | 192           |

Dalyell
Health
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| *may be awarded with honours following a further year of study.

4 Double degrees

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<th>Abbreviation</th>
<th>Credit points</th>
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<td>BPSCINUD-01</td>
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<td>BSc/MND</td>
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<tr>
<td>BPSCAMED-01</td>
<td>Bachelor of Science (Advanced)* and Doctor of Medicine (no new intake from 2018)</td>
<td>BSc(Adv)/MD</td>
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</table>
| *may be awarded with honours following a further year of study.
### 5 Graduate diplomas

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<tbody>
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<td>GradDip(CoachPsyc)</td>
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<tr>
<td>GNMASC MGM-02</td>
<td>Graduate Diploma in Marine Science and Management</td>
<td>GradDipMarScMgt</td>
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<tr>
<td>GNENVSCI-02</td>
<td>Graduate Diploma in Environmental Science</td>
<td>GradDipEnviSci</td>
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<td>TBD</td>
<td>Graduate Diploma in Mathematics (exit only)</td>
<td>GradDipMath</td>
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<td>GNPSYCHO-02</td>
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<td>GradDipPsyc</td>
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<td>GNSCIENC-01</td>
<td>Graduate Diploma in Science</td>
<td>GradDipSc</td>
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<td>GNSUSTAI-01</td>
<td>Graduate Diploma in Sustainability</td>
<td>GradDipSust</td>
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<tr>
<td>GNAGRENV-01</td>
<td>Graduate Diploma in Agriculture and Environment</td>
<td>GradDipAgrEnv</td>
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<tr>
<td>GNANIMSCI-01</td>
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<td>GradDipAnimSc</td>
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<tr>
<td>GNASCABM-01</td>
<td>Animal Breeding Management (available by distance online only) (no new intake from 2018)</td>
<td>GradDipAnimSc(ABMgt)</td>
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<td>Animal Genetics (no new intake from 2018)</td>
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<tr>
<td>GNVETPHE-01</td>
<td>Graduate Diploma in Veterinary Public Health (no new intake from 2017)</td>
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<tr>
<td>GNVEPHMA-01</td>
<td>Graduate Diploma in Veterinary Public Health Management (no new intake from 2018)</td>
<td>GradDipVPHMgt</td>
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<tr>
<td>GNVETSTD-01</td>
<td>Graduate Diploma in Veterinary Studies (no new intake from 2018)</td>
<td>GradDipVetStud</td>
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<tr>
<td></td>
<td>Small Animal Clinical Studies</td>
<td>GradDipVetStud(Small Animal Clinical Studies)</td>
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<tr>
<td>GNWIHEPM-02</td>
<td>Graduate Diploma of Wildlife Health and Population Management (no new intake from 2018)</td>
<td>GradDipMWHPMgt</td>
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</tbody>
</table>

### 6 Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
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</thead>
<tbody>
<tr>
<td>GCPSYCOA-01</td>
<td>Graduate Certificate in Coaching Psychology</td>
<td>GradCert(CoachPsyc)</td>
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<tr>
<td>GCMASC MGM-01</td>
<td>Graduate Certificate in Marine Science and Management</td>
<td>GradCertMarScMgt</td>
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<tr>
<td>TBD</td>
<td>Graduate Certificate in Mathematics (exit only)</td>
<td>GradCertMath</td>
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<tr>
<td>GCENVSCI-01</td>
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<td>GradCertEnviSci</td>
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<tr>
<td>GCSCHP S-01</td>
<td>Graduate Certificate in Science (History and Philosophy of Science)</td>
<td>GradCertSc(HPS)</td>
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<tr>
<td>GCSUSTAI-01</td>
<td>Graduate Certificate in Sustainability</td>
<td>GradCertSust</td>
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</tr>
<tr>
<td>GCAGRENV-01</td>
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</tr>
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<td>GCANIMSCI-01</td>
<td>Graduate Certificate in Animal Science (no new intake from 2018)</td>
<td>GradCertAnimSc</td>
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<tr>
<td>GCASCABM-01</td>
<td>Animal Breeding Management (available by distance online only) (no new intake from 2018)</td>
<td>GradCertAnimSc(ABMgt)</td>
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<tr>
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<td>Animal Genetics (no new intake from 2018)</td>
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<tr>
<td>GCVETPHE-01</td>
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<td>GCVETSTD-01</td>
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<td>Small Animal Clinical Studies</td>
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<tr>
<td>Code</td>
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<td>GCWIHEPM-02</td>
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<td>GradCertWHPMgt</td>
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</tbody>
</table>
Master of Mathematics

Graduate Certificate in Mathematics
Graduate Diploma in Mathematics
Master of Mathematics

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

Course resolutions

1 Course codes

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<th>Course Title</th>
<th>Stream Title</th>
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<tr>
<td>TBD</td>
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</tbody>
</table>

2 Attendance pattern

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

3 Masters type

The masters degree in these resolutions is an Advanced Learning Masters course, as defined by the Coursework Policy.

4 Embedded courses in this sequence

1 The embedded courses in this sequence are:

(a) the Graduate Certificate in Mathematics
(b) the Graduate Diploma in Mathematics
(c) the Master of Mathematics

5 Admission to candidature

1 With approval of the Dean, available places in the Master of Mathematics will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

2 Admission to the Master of Mathematics requires:

(i) a bachelor’s degree, or an equivalent qualification, including completion of at least 24 credit points of mathematical sciences units at 3000-level with at least a distinction average over these mathematical sciences units, and

(ii) Satisfaction of English language requirements.

2 Admission to the Graduate Certificate or Graduate Diploma is available only by transfer from the Master of Mathematics with approval of the Dean or Associate Dean.

6 Requirements for award

1 The units of study that may be taken for the course are set out in the postgraduate table of units of study for the Mathematics subject area.

2 To qualify for the award of Master of Mathematics a candidate must complete 96 credit points including:

(i) No more than 24 credit points of 3000 level electives; and

(ii) No more than 48 credit points of 4000 level electives; and

(iii) At least 12 credit points of 5000 level electives, and
(iv) 24 credit points of research core project units.

(3) To qualify for the award of Graduate Diploma, a candidate must complete 72 credit points including
   (i) No more than 24 credit points of 3000 level electives; and
   (ii) At least 24 credit points of electives at 4000 level or above, and
   (iii) 24 credit points of research core project units; and

(4) To qualify for the award of Graduate Certificate, a candidate must complete 48 credit points including
   (i) No more than 24 credit points of 3000 level electives; and
   (ii) At least 24 credit points of electives at 4000 level or above.

7 Cross-institutional study
   (1) Cross-institutional study and international exchange may be available by means of formal partnership
       agreements.
   (2) In exceptional circumstances cross-institutional study to a maximum of 24 credit points may be available to
       candidates outside of formal partnership agreements, subject to prior approval by the Faculty.

8 Credit for previous study
   (a) A candidate may be granted credit in recognition of prior learning. Candidates may be eligible for
       credit of up to 24 credit points for relevant subjects at the discretion of the Dean or Associate Dean.
   (b) A candidate who has completed the Bachelor of Science as part of the Bachelor of Science/Master
       of Mathematics at The University of Sydney will receive a reduction in the volume of learning of a
       maximum of 24 credit points of 3000 level or above units from the Mathematical Sciences program.
   (c) A candidate who has completed a Bachelor of Science (Honours) at The University of Sydney or
       equivalent qualification may be eligible to receive up to 48 credit points of advanced standing
       subject to the discretion of the Dean or Associate Dean.
   (d) Notwithstanding any credit granted, in order to qualify for an award a student must complete at
       least 50 per cent of the course requirements whilst enrolled in the award course.

9 Course transfer
   A candidate for the Master of Mathematics may elect to discontinue study and graduate with a shorter
   award from this embedded sequence, with the approval of the Faculty, and provided the requirements of
   the shorter award have been met.
<table>
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<th>coll.</th>
<th>Session</th>
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NAME OF COURSE: Master of Mathematics  
CODE ________TBD______________

1. Purpose

Check that the qualification is indeed a Level 9 Coursework Masters by:

   a. Ensuring that it follows a Level 7 (Bachelors) degree or a Level 8 (Graduate Diploma/Graduate Certificate/Honours degree)

   b. Ensuring that it is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

Faculty response: Tick box:   (a) Yes    No          (b) Yes   No  

2. Learning Outcomes

Ensure that graduates: understand recent disciplinary or practice developments; know about the applicable research principles and methods; can reflect critically on theoretical knowledge; have the skills to investigate, analyse and synthesise complex information and problems and apply it to different bodies of knowledge; can evaluate complex ideas; have the communication and technical research skills to justify and interpret findings and conclusions to specialist and non-specialist audiences; have these skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship; can plan and execute a research-based project, capstone experience and/or piece of scholarship.

Faculty response: The course is designed to meet the learning outcomes.  Tick box:  Yes    No  

The purpose of the MMath degree is to prepare students for undertaking research in Mathematics, Statistics or advanced Data Science. The course will not only have a substantial (24 credit point) research-based project but will also foster the skills listed above through advanced coursework units of study that will engage students with the latest research and require them to reflect critically on what they are learning, to solve problems using the theory and ideas they are learning and to communicate in both written and spoken form.

The learning outcomes of the degree have been mapped to the requirements of AQF level 9 qualifications.

3. Volume of Learning

Is the degree building on disciplinary knowledge in the Level 7 or 8 qualification?

   a. If YES, the degree should be 1.5 years in length (72 credit points) following a Level 7 qualification, or 1 year (48 credit points) following a Level 8 qualification.

   b. If NO, the degree should be 2 years (96 credit points) following a Level 7 qualification, or 1.5 years (72 credit points) following a level 8 qualification.

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.
Faculty Response: The course has the appropriate volume of learning to meet the learning outcomes

Tick box: Yes ☐ No ☐

Baseline requirements for admission to the Masters component of these vertically integrated degrees require students to have successfully undertaken study in an area of the Mathematical Sciences as part of the final year of a Level 7 qualification. To be eligible to be awarded the MMath, a student must complete 96 credit points of study over two years.

4. Disciplinary Similarity

For Masters by Coursework degrees where there is ambiguity about disciplinary similarity between Level 9 and Levels 7 and/or 8—for example, in multidisciplinary Masters degrees—the Faculty must ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty Response: The Faculty can justify the volume of learning required where there is disciplinary dissimilarity between Levels 7 and 8 and Level 9. Tick box: Yes ☐ No ☐

All students who are granted entry to the MMath will have completed study in at least one area of the Mathematical Sciences as part of the final year of a Level 7 qualification and so we anticipate that there will be no problems with disciplinary dissimilarity.

5. Research Project, Capstone or Piece of Scholarship

Which unit(s) of study in the degree are devoted to a research-based project, capstone and or piece of scholarship?

Faculty Response: All students who complete the MMath will complete a 24 credit point research-based project unit.

6. Different Entry Pathways

Students will enter Masters with different prior qualifications (e.g. Level 7 or 8). There will be an appropriate reduction in the volume of learning for those with higher levels of entry qualification, based on a recognition of prior learning. This reduction in volume must be tailored so that all students meet the same learning outcomes, regardless of entry pathway.

Faculty Response: None required
# BSc/MMath Learning Outcomes

**School of Mathematics and Statistics**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Upon completion of an MMath graduates will demonstrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1: Understanding</td>
<td>1.1 ability to independently construct logical, clearly presented and justified arguments incorporating deductive reasoning,</td>
</tr>
<tr>
<td></td>
<td>1.2 understanding of the breadth of the discipline, its role in other fields, and the way other fields contribute to development of the mathematical sciences.</td>
</tr>
<tr>
<td>LO2: Knowledge</td>
<td>2.1 knowledge of the principles and concepts of a broad range of fundamental areas in the mathematical sciences</td>
</tr>
<tr>
<td></td>
<td>2.2 well-developed knowledge in at least four broad areas of the mathematical sciences and deep knowledge in at least one specialist area.</td>
</tr>
<tr>
<td>LO3: Inquiry</td>
<td>3.1 ability to formulate and model practical and abstract problems in mathematical and/or statistical terms using a variety of methods,</td>
</tr>
<tr>
<td></td>
<td>3.2 ability to apply mathematical and/or statistical principles, concepts, techniques and technology to solve practical and abstract problems and interpret results critically</td>
</tr>
<tr>
<td>LO4: Communication</td>
<td>4.1 appropriate interpretation of information communicated in mathematical and statistical form,</td>
</tr>
<tr>
<td></td>
<td>4.2 appropriate presentation of information, reasoning, and conclusions in written, visual, and oral modes of communication, to diverse audiences (expert and non-expert).</td>
</tr>
<tr>
<td>LO5: Understanding</td>
<td>5.1 ability to self-direct learning to extend their existing knowledge and that of others,</td>
</tr>
<tr>
<td></td>
<td>5.2 ability to work effectively and responsibly in an individual or team context,</td>
</tr>
<tr>
<td></td>
<td>5.3 understanding and recognition of what constitutes an ethical and correct application of mathematical and statistical approaches to solving problems.</td>
</tr>
</tbody>
</table>
AQF (Second Edition, January 2013) – Level 9 Masters Degree (Coursework) Mapping

Purpose: The Masters Degree (Coursework) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

<table>
<thead>
<tr>
<th>AQF Descriptor</th>
<th>BSc/ MMath CLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>Graduates of a Masters Degree (Coursework) will have:</td>
<td></td>
</tr>
<tr>
<td>• a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice</td>
<td>1.2, 2.1, 2.2</td>
</tr>
<tr>
<td>• knowledge of research principles and methods applicable to a field of work and/or learning</td>
<td>1.1, 3.1, 3.2, 5.3</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>Graduates of a Masters Degree (Coursework) will have:</td>
<td></td>
</tr>
<tr>
<td>• cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship</td>
<td>1.1, 1.2, 4.1</td>
</tr>
<tr>
<td>• cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice</td>
<td>1.1, 3.1, 3.2, 4.1, 5.1</td>
</tr>
<tr>
<td>• cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level</td>
<td>1.1, 2.1, 2.2, 3.1, 3.2, 4.1</td>
</tr>
<tr>
<td>• communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences</td>
<td>1.1, 4.1, 4.2</td>
</tr>
<tr>
<td>• technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship</td>
<td>1.1, 3.1, 3.2, 4.2</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>Graduates of a BSc/Masters Degree (Coursework) will demonstrate the application of knowledge &amp; skills:</td>
<td></td>
</tr>
<tr>
<td>• with creativity and initiative to new situations in professional practice and/or for further learning with high level personal autonomy and accountability</td>
<td>5.1, 5.2, 5.3</td>
</tr>
<tr>
<td>• to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship</td>
<td>3.1, 3.2, 5.1, 5.2, 5.3</td>
</tr>
</tbody>
</table>

Learning outcomes for the BSc component of the BSc/MMath are the same as the learning outcomes for the Bachelor of Science in the new Science curriculum. Learning outcomes for each of the four Mathematical Sciences majors have been mapped and approved.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Ms Veronica Boulton, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Trevor Hambley, Dean of Science</td>
</tr>
<tr>
<td>Title</td>
<td>Graduate Diploma in Psychology</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Graduate Studies Committee and the Academic Board of the amendment to the Graduate Diploma in Psychology.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Science to amend the Graduate Diploma in Psychology; and
(2) approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2019.

**EXECUTIVE SUMMARY**

The Graduate Diploma in Psychology is being altered to comply with AQF Level 8. Two 6cp units are being added to the course, at 39XX/4000-level. Maximum approved credit has been increased from 24cp to 30cp. The degree resolutions and Table have been altered indicating the additional units. The proposal was endorsed by PGSC by circulation on 13 September 2017, and Science Faculty Board on 3 October 2017.

**IMPLEMENTATION**

To be updated in the 2019 Faculty of Science Postgraduate Handbook. The Graduate Diploma in Psychology diet collection to be updated for 2019.

**ATTACHMENTS**

1. Minor Course Amendment
2. Revised Resolutions
3. Revised Table
4. AQF Compliance Template, with Level 8 Learning Objectives
Minor Course Amendment Proposal

Faculty: Science

Contact person: A/Prof Ilona Juraskova

1. Name of award course
   Graduate Diploma in Psychology

2. Purpose of proposal

To amend the table of units of study and Course Resolutions for the Graduate Diploma in Psychology to ensure compatibility with AQF Level 8 criteria while maintaining consistency with accreditation criteria for pre-professional training in psychology.

The Graduate Diploma in Psychology (GDP) has been offered by the School of Psychology in its current nomenclature and structure for approximately 20 years to provide a pathway for graduates from other disciplines to complete the prerequisite educational qualifications mandated by the Psychology Board of Australia (PBA), the body charged by the Australian Health Practitioner Regulation Agency with responsibility for registration of practising psychologists and accreditation of psychology courses of study.

The strong demand for this re-training pathway is reflected in consistent enrolments of between 60 and 80 students across the last 10 years. Given the graduate status of the cohort, many students are concurrently employed and therefore enrolled only part-time, yielding a total load of 25-35 EFTSL and fee income to the University of between $550-$800,000/year. Presumably reflecting their motivation and maturity, although GDP students constitute less than 5% of enrolments in the units of the major sequence, approximately 10% of our Honours cohorts for the last 5 years have been GDP graduates, many of whom are subsequently accepted for professional training programmes in Psychology at the University of Sydney and other universities. Thus, the degree is very successful in providing the further learning, advanced knowledge and skills that are an essential step along the pathway to professional qualifications in psychology for students who change their career direction following completion of their initial degree.

Applicants for the GDP must have been awarded the equivalent of a BSc, BA or B(Econ) degree and have completed courses equivalent to 12 credit points of Junior Psychology within the last 10 years. The GDP allows them to complete the further 48 credit points of 2000 and 3000-level psychology study required for the accredited major sequence in Psychology specified by the Australian Psychology Accreditation Council (APAC), the body that the PBA has delegated responsibility for course accreditation. Such a major sequence is the preliminary step required for all pathways leading to registration as a psychologist in Australia.

The units that comprise the current GDP are the same as those completed by undergraduate students completing an accredited major sequence in Psychology. This has ensured consistency with the APAC accreditation requirement that, when an institution offers accredited Psychology programs within multiple degrees, it must be able to clearly demonstrate that all students “meet equivalent standards of academic performance and have equivalent assessment requirements” (APAC Accreditation Standards, 2010, p. 33). The GDP cohort is working towards the same learning outcomes as undergraduate students completing a major sequence. Although the GDP students are graduates, there is no requirement that their former degree was in a cognate discipline so the two cohorts do not differ in the amount of prior learning in psychology. Co-teaching postgraduate students enrolled in the GDP with undergraduate students is also consistent with previous University of Sydney Academic Board
‘Principles for teaching different cohorts of students and students at different levels in parallel’ which noted the positive educational benefits that can derive from parallel teaching of different cohorts of students as long as they are working towards common learning goals.

The purpose of the GDP degree is compatible with the AQF specification that the purpose of Graduate Diplomas is “to qualify individuals ...to undertake professional or highly skilled work and as a pathway for further learning” (AQF, 2013, p. 54). However, the fact that the degree consists entirely of units from AQF Level 7 Bachelor degrees is potentially inconsistent with the AQF’s designation of the nomenclature Graduate Diploma to apply to higher Level 8 qualifications. Although an AQF Level 7 qualification would be sufficient for the central goal of allowing students to complete an accredited undergraduate major, the only AQF Level 7 qualification is the Bachelor’s degree which requires a volume of learning of 3-4 years.

Consideration of these somewhat contradictory issues influenced decisions made about the GDP in 2014 in the context of the University’s assessment of compliance with the AQF. At that time, a discussion paper was under consideration proposing a 1-year AQF Level 7 qualification that would meet the needs of graduates wanting to re-train in a different discipline - a context that arises in a range of disciplines besides psychology. In the light of that proposal, combined with the fact that the Psychology courses including the GDP had been re-accredited for 5 years in 2013, the Academic Board’s Graduate Studies Committee endorsed the School of Psychology’s request to defer the requirement to amend the degree to meet AQF Level 8 criteria until 2018 when the next APAC accreditation assessment is due. Unfortunately, at least in this context, the proposal for a 1-year AQF Level 7 qualification has not come to fruition, at least in part because attention shifted to the planning and implementation of the new university-wide curriculum to be introduced in 2018. The changes associated with the transformation of the curriculum structure have also complicated and delayed decisions about how the GDP would best be amended to align with the new curriculum.

Following extensive discussions within the School, Faculty and Education portfolio about possible alternative models, it has been agreed that the most appropriate approach is to follow the DVC(E)’s recommendation to maintain the Graduate Diploma in Psychology, given its express purpose within the AQF of providing a pathway for further learning to achieve professional skills. However, to ensure that the degree is compatible with AQF Level 8 learning outcomes, the degree requirements will be amended to include two additional 39XX or 4000 units. The amended GDP will therefore combine the 48 cp of 2000-level and 3000-level units required for the current degree, to satisfy APAC requirements for an accredited undergraduate major sequence in Psychology, with 12 cp of 39XX/ 4000 units that are designed to develop students’ capacity to apply psychological knowledge and skills to specialised professional and technical contexts, consistent with AQF Level 8 criteria (see Table 1). This means the Graduate Diploma in Psychology will be a 60 credit point course.

3. Details of amendment

Graduate Diploma of Psychology
Clause 4: Requirements for Award
ADD:
c) 12 cp of 39XX/4000 units of study in Psychology
(see attached amended resolutions)

4. Transitional arrangements

GDP candidates who commenced prior to 1 January, 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that
requirements are completed by 1 January, 2022, or at a later date as the Faculty may, in special circumstances, approve.

5. Other relevant information

6. Signature of Dean

Prof T W Hambley
Dean, Faculty of Science

25/9/17
Graduate Diploma in Psychology

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNPSYCHO-01</td>
<td>Graduate Diploma in Psychology</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is part-time only but full-time enrolment may be permitted after the first semester of candidature.

3 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 course requires:

(a) a Bachelor of Science, Bachelor of Arts, Bachelor of Economic and Social Sciences, Bachelor of Arts and Sciences, or Bachelor of Liberal Studies from the University of Sydney or equivalent qualification, provided the applicant has not previously completed a major in Psychology; and

(b) completion of 12 credit points of junior1000-level units of study in Psychology or equivalent within the last ten years.

4 Requirements for award

(1) The units of study that may be taken for these awards are set out in the Graduate Diploma in Psychology table.

(2) To qualify for the Graduate Diploma in Psychology a candidate must complete 4860 credit points, including:

(a) 24 credit points of intermediate2000-level units of study in Psychology; and

(b) 24 credit points of senior3000-level units of study in Psychology; and

(b)(c) 12 credit points of advanced, 39XX or 4000-level units of study in Psychology.

5 Credit for previous study

Credit for up to 24 30 credit points may be granted for units of study deemed to be equivalent to units in the Graduate Diploma in Psychology offered by the Faculty of Science.

6 Transitional provisions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2017 2019 and persons who commenced their candidature prior to 1 January, 2017 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2022, or later date as the faculty may, in special circumstances, approve.
GRADUATE DIPLOMA IN PSYCHOLOGY (AMENDED) FOR 2019

Units of study table
To qualify for the award of Graduate Diploma in Psychology a candidate must complete 60 credit points consisting of:

(i) 24 credit points of 2000-level selective units

(ii) 24 credit points of 3000-level selective units

(iii) 12 credit points of 39XX or 4XXX selective units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2000-level Units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC2010 Brain and Behaviour</td>
<td>6</td>
<td>P PSYC1002</td>
<td>N PSYC2011, PSYC2911, PSYC2910</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC2910 Brain and Behaviour (Advanced)</td>
<td>6</td>
<td>P A mark of at least 75 in PSYC1002</td>
<td>N PSYC2011, PSYC2911, PSYC2910</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC2012 Statistics and Research Methods for Psych</td>
<td>6</td>
<td>A Recommended: HSC Mathematics, any level</td>
<td>P PSYC1001 OR PSYC1002</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC2013 Cognitive and Social Psychology</td>
<td>6</td>
<td>P PSYC1001 and PSYC1002</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSYC2014 Personality and Psychology Assessment 1</td>
<td>6</td>
<td>P PSYC1001 and PSYC1002</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>


**3000-level Units**
Students must complete 24 credit points from the following:

NB: For students who have not completed PSYC2010/2910 at the 2000-level, these 24 credit points must include PSYC3018.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC3010 Advanced Statistics for Psychology for Psychology</td>
<td>6</td>
<td>P PSYC2012 plus at least one other 2000-level Psychology Unit of Study from PSYC2010, PSYC2910, PSYC2011, PSYC2911, PSYC2013, PSYC2014</td>
<td>This unit does not count as PSYC39XX for the requirements of the Graduate Diploma in Psychology</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSYC3011 Learning and Behaviour</td>
<td>6</td>
<td>P (PSYC2011 or PSYC2911 or PSYC2010 or PSYC2910) and PSYC2012</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC3911 Learning and Behaviour (Advanced)</td>
<td>6</td>
<td>P (A mark of 75 or above in PSYC2X10 or PSYC2X11) and PSYC2012</td>
<td>N PSYC3011</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Points</td>
<td>Prerequisites</td>
<td>Semester</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PSYC3012</td>
<td>Cognition, Language and Thought</td>
<td>6</td>
<td>P PSYC2012 and PSYC2013</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC3013</td>
<td>Perceptual Systems</td>
<td>6</td>
<td>P (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911) and PSYC2012</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC3913</td>
<td>Perceptual Systems (Advanced)</td>
<td>6</td>
<td>P (A mark of 75 or above in PSYC2X10 or PSYC2X11) and PSYC2012 N PSYC3013</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC3014</td>
<td>Behavioural and Cognitive Neuroscience</td>
<td>6</td>
<td>P [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014)] OR [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2013) and (ANAT2010 or ANAT2910) and PCOL2011] N PSYC3914</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC3914</td>
<td>Behavioural and Cognitive Neuroscience (Adv)</td>
<td>6</td>
<td>P [An average mark of 75 in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014)] OR [An average mark of 75 in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2013) and (ANAT2010 or ANAT2910) and PCOL2011] N PSYC3014</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC3015</td>
<td>Personality and Psychology Assessment 2</td>
<td>6</td>
<td>P PSYC2012 and PSYC2014</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC3016</td>
<td>Developmental Psychology</td>
<td>6</td>
<td>P PSYC2012 and PSYC2013</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC3916</td>
<td>Developmental Psychology (Advanced)</td>
<td>6</td>
<td>P (A mark of 75 or above in PSYC2013) and PSYC2012 N PSYC3016</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC3017</td>
<td>Social Psychology</td>
<td>6</td>
<td>P PSYC2013</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>PSYC3018</td>
<td>Abnormal Psychology</td>
<td>6</td>
<td>P (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911) and PSYC2014</td>
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<td></td>
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</tr>
<tr>
<td>PSYC3020</td>
<td>Applied Psychology</td>
<td>6</td>
<td>P 12 credit points of 1000-level Psychology and 12 credit points in 2000-level Psychology N PSYC3019</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPSC3023</td>
<td>Psychology and Psychiatry: History and Phil</td>
<td>6</td>
<td>A HPSC2100 and HPSC2101 P (12 credit points of 2000-level HPSC units) OR (Credit or greater in an HPSC 2000-level unit) OR (12 2000-level credit points in Psychology units)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4000-level Units (planned)**

Students must complete 12 credit points from the following:

NB: Students may request permission to substitute an 39XX unit for one of the 4000 units below

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC40XX</td>
<td>Introduction to Clinical Psychology</td>
<td>6</td>
<td>P 12 credit points of 1000-level Psychology and 12 credit points in 2000-level Psychology and 12 credit points in 3000-level Psychology including PSYC3018</td>
<td>TBD</td>
</tr>
<tr>
<td>PSYC40XX</td>
<td>Health Psychology</td>
<td>6</td>
<td>P 12 credit points of 1000-level Psychology and 12 credit points in 2000-level Psychology and 12 credit points in 3000-level Psychology including PSYC3020</td>
<td>TBD</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Requirements</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>PSYC40XX</td>
<td>Behavioural Science in the Workplace</td>
<td>6</td>
<td>P 12 credit points of 1000-level Psychology and 12 credit points in 2000-level Psychology and 12 credit points in 3000-level Psychology including PSYC3015</td>
<td>TBD</td>
</tr>
<tr>
<td>PSYC40XX</td>
<td>Contemporary Issues in Behavioural Science</td>
<td>6</td>
<td>P 12 credit points of 1000-level Psychology and 12 credit points in 2000-level Psychology and 12 credit points in 3000-level Psychology including PSYC3010</td>
<td>TBD</td>
</tr>
</tbody>
</table>
NAME OF COURSE: Graduate Diploma in Psychology (GDP)

CODE: GNPSYCHO-01

1. Purpose

Check that the qualification is indeed a Level 8 Graduate Diploma by:

a. Ensuring that it follows a Level 7 (Bachelors) degree

b. Ensuring that it is primarily intended to produce graduates who apply a body of knowledge in a range of contexts to undertake professional/highly skilled work and as a pathway for further learning.

Faculty response: Tick box: (a) Yes ☑  No ☐  (b) Yes ☑  No ☐

Applicants for the GDP must have been awarded the equivalent of a BSc, BA or BEcon degree. The GDP allows them to complete the accredited major sequence in Psychology specified by the Australian Psychology Accreditation Council (APAC), the body that has been delegated responsibility for course accreditation. A major sequence accredited by APAC is the prerequisite for all pathways leading to registration as a psychologist in Australia.

2. Learning Outcomes

Ensure that graduates: have acquired a systematic and coherent body of knowledge in a new discipline or professional area; have the skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems; can think critically and evaluate complex ideas; can apply specialised technical and research skills in a field of highly skilled and/or professional practice; can communicate an understanding of complex knowledge to a variety of audiences; are able to apply knowledge and skills to make high level, independent judgements and initiate, plan, implement and evaluate broad functions within varied specialised contexts and concepts relevant to research skills communication and to justify and interpret findings and conclusions to specialist and non-specialist audiences; have these skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.

Faculty response: The course is designed to meet the learning outcomes. Tick box: Yes ☑  No ☐

See Table 1

The quality of the learning outcomes are assured by: Assessment by APAC Accreditation Site Visit team
3. **Volume of Learning**

The volume of learning of a Graduate Diploma is typically 1-2 years.

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty Response: The course has the appropriate volume of learning to meet the learning outcomes

 Tick box: Yes ✅  No □

4. **Disciplinary Similarity**

For Graduate Diploma degrees where there is ambiguity about disciplinary similarity between Levels 7 and Level 8 courses (Honours, Graduate Diploma) the Faculty must ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty Response: The Faculty can justify the volume of learning required where there is disciplinary dissimilarity between Levels 7 and 8.  

 Tick box: Yes ✅  No □

GDP students’ previous Level 7 qualification is likely to be in a different discipline. They will complete the foundational units of the Level 7 major in Psychology before being assessed on AQF Level 8 learning outcomes.

5. **Entry Pathways**

Students will not enter the Graduate Diploma with different prior qualifications (e.g. Level 6: Advanced Diploma, Associate Degree); they must complete a Level 7 Bachelor degree to gain entry into the Graduate Diploma.

Faculty Response: None required
### Table 1. Learning and Teaching Objectives and Outcomes – Level 8

The **Graduate Diploma in Psychology** achieves the following AQF level 8 learning outcomes.

<table>
<thead>
<tr>
<th>Level 8 learning outcome</th>
<th>Course-specific skills and knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong> The Graduate Diploma qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning</td>
<td>Graduates will: demonstrate advanced knowledge of the following principles and methods in psychology, and apply this body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning:</td>
</tr>
<tr>
<td><strong>Knowledge:</strong> Graduates of a Graduate Diploma will have advanced knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area</td>
<td>Students have demonstrated acquisition of skills and knowledge at AQF level 7 qualification upon admission to the Graduate Diploma in Psychology (GDP). They have completed a Bachelor’s degree and PSYC1001 and 1002 prior to enrolment within the past 10 years. Through completion of the 2000-level, 3000-level and 4000-level units of study required in the GDP (see Table 1), students develop advanced theoretical and technical knowledge and skills in a new (psychology) discipline. The 10 units of study provide a systematic and coherent body of advanced knowledge of the discipline of psychology both as a science and a profession (e.g., cognitive psychology, learning and motivation, social psychology, neuroscience, developmental psychology, abnormal psychology, health and forensic psychology, research design and methods). The discipline-specific knowledge and skills acquired in these units are complemented by generic analytical, research, and communication skills. The advanced 39XX/4000 units will deepen students’ theoretical, methodological and practical knowledge and skills, and develop their capacity to apply them in professional and interdisciplinary contexts. Together, these knowledge and skills allow GDP graduates to carry out professional work in organisational consultation, marketing research, systems design, and many other applied psychology fields in health, organisational and forensic settings. Completion of the GDP also enables graduates to pursue further learning by allowing them to apply for admission to Honours in Psychology, which is a prerequisite for entry to professional training programs that lead to registration as a psychologist.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>demonstrate that they can review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems:</td>
</tr>
<tr>
<td>Graduates of a Graduate Diploma will have cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to</td>
<td>In each unit of study, assessments include major written assignments that require students to: 1) review recent research in a specific area of psychology,</td>
</tr>
</tbody>
</table>
### Complex Problems

2) critically analyse empirical and theoretical issues,  
3) consolidate current knowledge and identify ‘gaps’, and  
4) propose solutions using appropriate research methods.  

In some units (e.g., PSYC3017, PSYC3013) students develop their own research projects, including the design and implementation of research and communication of findings, while in others (e.g., PSYC3011, PSYC3012, PSYC3016) they participate in research studies that provide the focus for applying the knowledge and skills listed above. The advanced units (e.g., PSYC3911, 3913, 3916, 3914) provide enriched opportunities for independent individual or group research projects and the advanced 4000 units will further develop students’ capacity for critical evaluation and problem solving in real-world professionally relevant contexts.

<table>
<thead>
<tr>
<th>Cognitive Skills to Think Critically and to Generate and Evaluate Complex Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>demonstrate that they can think critically, and generate and evaluate complex ideas:</strong></td>
</tr>
<tr>
<td>In addition to the critical thinking and evaluation required for the major assessments described above, all units of study emphasise that the application of psychological theories requires rigorous support from scientific evidence and provide examples and activities designed to encourage students to critically evaluate such evidence. For example, PSYC3018 includes a debate in which students present two opposing views of ethical or practical problems (e.g., coercive treatment of individuals with mental disorders) and are assessed on their ability to generate and evaluate complex arguments for both sides in line with the latest evidence base. Debate formats are also used in other units to encourage critical thinking and evaluation (e.g., PSYC3012 and 3014). PSYC3020 includes a tutorial activity in which students design a health promotion intervention based on one of four theoretical models discussed in lectures and present it to the class in the form of a health education poster.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialised Technical and Creative Skills in a Field of Highly Skilled and/or Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>demonstrate that they have specialised technical and creative skills in a field of highly skilled and/or professional practice:</strong></td>
</tr>
<tr>
<td>In all units of study, students have direct experience with psychological research methods such as measuring individual differences using questionnaires or behavioural tasks (PSYC2014 and 3015), animal research (e.g. PSYC2911 and 3014), assessing cognitive processes such as memory and attention (PSYC3012, 3013, 3014), and using various methods to collect data concerning mental health and wellbeing (PSYC3018, 3020). They will have developed advanced skills in research methods, research design and statistical analysis (PSYC2012 and PSYC3010). The 4000 units will provide further opportunities for students to develop and practise specialised skills relevant to a range of professional practice contexts in clinical, health, organisational and forensic settings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication Skills to Demonstrate an Understanding of Theoretical Concepts and to Transfer Complex Knowledge and Ideas to a Variety of Audiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>demonstrate that they have the communication skills to demonstrate an understanding of theoretical concepts and to transfer complex knowledge and ideas to a variety of audiences:</strong></td>
</tr>
</tbody>
</table>
| All units of study require that a written research report, essay or literature review be submitted as a formal assignment,
and it is a requirement that all reports conform to the ethical and methodological standards specified by the American Psychological Association. Many units of study also require oral presentations including debates about current issues relevant to psychology (e.g. PSYC3018, 3012 and 3014) or the presentation of research findings from studies completed by the students (PSYC3017). Other units require students to prepare and present posters summarising literature or research evidence (PSYC3020, 3014). The advanced 39XX/4000 units will provide opportunities for students to expand their communication skills in professionally relevant contexts such as focus groups, interviewing and case reports and to develop high-level multi-disciplinary collaborative and cultural competency skills.

<table>
<thead>
<tr>
<th>Application of knowledge and skills</th>
<th>demonstrate that they can make high level, independent judgements in a range of technical or management functions in varied specialised contexts, and initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of a Graduate Diploma will demonstrate the application of knowledge and skills:</td>
<td>Students in the 3000-level units of study acquire the skills required to develop and implement theoretical and applied research projects and psychological interventions. As described above, the GDP program involves training in research methods, design and analysis (PSYC2012 and 3010), and each of the 3000-level units of study includes assessment tasks that require the ability to independently interpret and draw conclusions from specialised technical information such as psychological test scores (PSYC2014 and 3015), statistical data (PSYC2012, 3010), patterns of task performance (PSYC3011, 3014), measures of neuropsychological performance and brain function (PSYC3014), and clinical diagnostic data (PSYC3018) to relate research findings to ‘real-life’ contexts. These tasks involve both individual work and group-based collaborations.</td>
</tr>
<tr>
<td>• to make high level, independent judgements in a range of technical or management functions in varied specialised contexts.</td>
<td>The advanced 39XX and 4000 units will extend students’ capacity to apply their knowledge and skills to professional and technical contexts through engagement in independent research projects and individual and group activities that require the application of psychological knowledge to real-world problems and train skills relevant to developing, evaluating and implementing psychological interventions in a variety of multi-disciplinary professional healthcare and organisational contexts.</td>
</tr>
<tr>
<td>• to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts</td>
<td></td>
</tr>
<tr>
<td>• with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters</td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee held on 14 November 2017; and

(1) endorse the amendments to the University of Sydney (Higher Degree by Research) Rule 2011 (as amended) and recommend that Senate adopt the amended Rule, as presented, with effect from 1 January 2018;

(2) approve the amendment of the Progress Planning and Review of Higher Degree by Research Students Policy 2015 and the Progress Planning and Review of Higher Degree by Research Students Procedures 2015, as presented, and adopt the amended Policy and Procedures, with effect from 1 January 2018;

(3) approve the amendment of the Supervision of Higher Degree by Research Students Policy 2013, as presented and adopt the amended Policy, with effect from 1 January 2018;

(4) approve the amendment of the Thesis and Examination of Higher Degrees by Research Policy 2015, as presented; and adopt the amended Policy, with effect from 1 January 2018;

(5) endorse the proposed model of thematic reviews for the next five-year phase of joint Academic Board – University Executive reviews of faculties and University schools; endorse the theme of “Student Wellbeing and Safety” for review in 2018; and note the themes proposed for future years (to be finalised annually to ensure alignment with contemporary priorities);

(6) note the report of the Assessment Working Group and recommend that the Academic Board endorse the recommendations set out in the report;

(7) approve changes to the Learning and Teaching Policy 2015 arising from curriculum implementation and an audit against the Higher Education Standards Framework; recommend that the Deputy Vice-Chancellor (Education) approve changes to the Learning and Teaching Procedures 2016 arising from curriculum implementation and an audit against the Higher Education Standards Framework; and recommend that Senate rescind the policy Equal Opportunity in Education, noting that this policy has now been incorporated into the Learning and Teaching Policy 2015, with effect from 1 January 2018;

(8) endorse the Continuing and Extra-curricular Education Policy 2017 and recommend that the Deputy Vice-Chancellor (Education) adopt the policy, with effect from 1 January 2018;

(9) endorse the amendment of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), as presented and recommend that Senate approve the amendment of the Rule, with effect from 1 January 2018;

(10) approve the proposal from the Faculty of Arts and Social Sciences to amend its Faculty Resolutions and approve the amendment of Faculty Resolutions arising from the proposal, with effect from 1 January 2018;

(11) approve the proposal from the Faculty of Dentistry to amend its Faculty Resolutions and approve the amendment of Faculty Resolutions arising from the proposal, with effect from 1 January 2018;

(12) note the Student Misconduct Report 2015 – 2016, as presented;

(13) note the feedback provided about the University of Sydney units of study that were reviewed during
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the 2016 Group of Eight (Go8) Quality Verification System (QVS) review; and

(14) note the report of the Phase 4 Review of the Faculty of Arts and Social Sciences and the Faculty’s response, as presented.

ITEMS FOR DECISION

10.1 Amendments to the University of Sydney (Higher Degree by Research) Rule 2011 (as amended) 4-51

This proposal was endorsed for presentation to the Academic Board at the 26 September 2017 meeting of the Committee, subject to resolution of several issues raised by the Graduate Studies Committee. At its meeting of 7 November 2017, the Graduate Studies Committee endorsed this proposal to proceed to the Academic Board.

10.2 Amendments to the Progress Planning and Review of Higher Degree by Research Students Policy and Procedures 2015 52-73

This proposal was endorsed for presentation to the Academic Board at the 26 September 2017 meeting of the Committee, subject to resolution of several issues raised by the Graduate Studies Committee. At its meeting of 7 November 2017, the Graduate Studies Committee endorsed this proposal to proceed to the Academic Board.

10.3 Amendments to the Supervision of Higher Degree by Research Students Policy 2013 74-98

This proposal was endorsed for presentation to the Academic Board at the 26 September 2017 meeting of the Committee, subject to resolution of several issues raised by the Graduate Studies Committee. At its meeting of 7 November 2017, the Graduate Studies Committee endorsed this proposal to proceed to the Academic Board.

10.4 Amendments to the Thesis and Examination of Higher Degrees by Research Policy 2015 99-120

This proposal was endorsed for presentation to the Academic Board at the 26 September 2017 meeting of the Committee, subject to resolution of several issues raised by the Graduate Studies Committee. At its meeting of 7 November 2017, the Graduate Studies Committee endorsed this proposal to proceed to the Academic Board.

10.5 Phase 5 AB-UE Faculty Reviews 121-124

10.6 Assessment: A University-wide Approach  Item 3.2 on the Academic Board agenda

10.7 Curriculum and HESF Policy Changes 125-203

The committee endorsed this proposal subject to the making of corrections, and these have now been completed. The amended version of this proposal is attached for endorsement by the Academic Board.

10.8 Continuing and Extra-Curricular Education Policy 2017 204-217

The committee endorsed this proposal subject to the making of corrections, and these have now been completed. The amended version of this proposal is attached for endorsement by the Academic Board.

10.9 University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) 218-230

10.10 Arts & Social Sciences: Faculty Resolutions 231-236

10.11 Dentistry: Faculty Resolutions 237-239
ITEMS FOR NOTING

10.12 Student Misconduct Report 2015-2016
This paper was first presented to the 26 September meeting of the Committee, at which additional information and clarification was requested. The report has subsequently been updated, and the amended version is provided here for noting.

10.13 2016 Quality Verification System Review
Please note that the full review report is available in the agenda pack for this meeting, link provided below.

10.14 Arts & Social Sciences: Phase 4 Faculty Review Report and Response – CONFIDENTIAL separate attachment

The Committee also:
- noted the report of the Academic Board meeting held on 10 October 2017;
- endorsed the proposed curriculum framework for a research-pathway Masters degree; noted the name Master of Advanced Studies ([discipline]) for the research-pathway Masters degree; endorsed the proposed curriculum framework for vertically-integrated research-pathway and professional / specialist Bachelor / Master combined degrees; and endorsed proposed changes to the Coursework Policy to include the curriculum framework for a research-pathway Masters degree and vertically integrated Bachelor/Masters degrees, as presented in the Report of the Graduate Studies Committee; and
- noted the report of the Assessment Working Group and recommended that the Academic Board endorse the recommendations set out in the report. This paper is presented as Item 3.2 on the Academic Board agenda.

Full agenda papers are available from the Academic Standards and Policy Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/academic-standards/2017/20170926-ASPC-Agenda-Pack.pdf

Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Hugh O'Dwyer, Policy and Project Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>A/Prof Ross Coleman, Director, Graduate Research</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendments to the <em>University of Sydney (Higher Degree by Research) Rule 2011 (as amended)</em></td>
</tr>
<tr>
<td>Purpose</td>
<td>To seek the Graduate Studies Committee's recommendation that the Academic Board endorse the amendments to the University of Sydney (Higher Degree by Research) Rule 2011.</td>
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</tbody>
</table>

**RECOMMENDATION**

*That the Graduate Studies Committee recommend that the Academic Board:*

1. *endorse the amendments to the University of Sydney (Higher Degree by Research) Rule 2011 (as amended); and*

2. *recommend that Senate adopt the amended Rule, as presented, with effect from 15 November 2017.*

**EXECUTIVE SUMMARY**

There are consequential amendments to the *University of Sydney (Higher Degree by Research) Rule 2011 (as amended)* (Attachment 1) arising from the *University of Sydney (Delegations of Authority – Academic Functions) Rule 2016*, organisational design changes and other amendments.

**BACKGROUND / CONTEXT**

The currently registered version of the *University of Sydney (Higher Degree by Research) Rule 2011 (as amended)* does not align with the delegations in the *University of Sydney (Delegations of Authority – Academic Functions) Rule 2016*. The proposed amendments in Attachment 1 will ensure that roles and responsibilities in the policy align with the relevant delegations.

**ATTACHMENTS**

Attachment 1 - *University of Sydney (Higher Degree by Research) Rule 2011 (as amended)*
UNIVERSITY OF SYDNEY (HIGHER DEGREE BY RESEARCH) RULE 2011

The Senate of the University of Sydney, as the governing authority of the University of Sydney, by resolution adopts the following Rule under subsection 37 (1) of the University of Sydney Act 1989 for the purposes of the University of Sydney By-law 1999.

Adopted on: 21 March 2011
Amended on: 5 November 2012
3 December 2012
6 May 2013
2 June 2014
11 February 2015 (administrative amendments only)
14 December 2015
Amendment effective from: 9 November 2012
7 December 2012
10 May 2013
6 June 2014
11 February 2015
1 January 2016

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PART 1 PRELIMINARY

1.1 Name of Rule

This is the University of Sydney (Higher Degree by Research) Rule 2011.

1.2 Commencement

This Rule commences on 25 March 2011.

1.3 Statement of intent

This Rule deals with all higher degrees by research offered at the University. These are:
(a) Master’s degrees by research;
(b) Doctorates by research; and
(c) Higher Doctorates by research.

Note: This Rule should be read in conjunction with, but not subject to, any course resolutions applying to the degree.

1.4 Interpretation

(1) In this Rule:

applicant

means an applicant for admission as a candidate for a higher degree by research.

Associate Dean

means the Associate Dean of a Faculty with authority for matters relating to higher degrees by research within the Faculty or the Deputy Chairperson of a Board of Studies or a person appointed by the Dean to have authority for matters relating to higher degrees by research within the Faculty.

Board of Studies

means an academic body with the same authority in relation to the supervision of an award course or courses as a Faculty, except that it is headed by a Chair rather than a Dean.

candidate

means a candidate for a higher degree by research

cotutelle agreement

means an agreement between the University and another university or institution that:

(a) permits joint candidature in the Doctor of Philosophy; and
(b) allows a candidate to receive a doctorate from the University and from the other university or institution, each testamur acknowledging the circumstances under which the award was made.

course resolutions

means resolutions made by the Academic Board in accordance with clauses 2.1 and 3.1

Note: The Doctor of Philosophy is offered by the University, not by individual faculties. Accordingly, there is no power for faculties or the Academic Board to make course resolutions for the Doctor of Philosophy.

Dean

means the Dean of a Faculty, the Head of School and Dean (University school) of a University school or the Chair of a Board of Studies.

delegate

means an officer, employee or committee of the University, or any other person or entity to whom or to which, Senate has made a delegation of power.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate by research</td>
<td>means a degree with the word “doctor” in the title comprising a minimum of two-thirds research that is approved by the Academic Board. Note: The Academic Board will not approve a Doctorate by research unless it complies with the Australian Qualifications Framework.</td>
</tr>
<tr>
<td>Faculty</td>
<td>means the relevant Faculty, College Board University school or Board of Studies.</td>
</tr>
<tr>
<td>full-time candidature</td>
<td>means a candidature in which the student works on the requirements for the degree for a minimum of 35 – 40 hours per week for 48 weeks per year or as stipulated by the Faculty.</td>
</tr>
<tr>
<td>good cause</td>
<td>means circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure.</td>
</tr>
<tr>
<td>Head of Department</td>
<td>means the head of the relevant department. Note: Functions performed by the Head of Department may be performed by the Head of School, Dean or Associate Dean, in accordance with paragraph 1.4(4) of this Rule, particularly in faculties that are not organized into departments or disciplines.</td>
</tr>
<tr>
<td>higher doctorate</td>
<td>has the meaning given to it by clause 5.1 of this Rule.</td>
</tr>
<tr>
<td>Master’s by research</td>
<td>means a degree with the word “Master” in the title comprising a minimum of two-thirds research that is approved by the Academic Board. Note: The Academic Board will not approve a Master’s by research unless it complies with the Australian Qualifications Framework.</td>
</tr>
<tr>
<td>part-time candidature</td>
<td>means a candidature in which the student works on the requirements for the degree for a proportion of the period specified for a full-time candidature over a proportionately longer time.</td>
</tr>
<tr>
<td>Postgraduate Coordinator</td>
<td>means the member of academic staff within a department with authority for matters relating to higher degrees by research with overall responsibility for the planning and coordination of postgraduate research studies within a faculty, school or University school.</td>
</tr>
<tr>
<td>Progress Policy</td>
<td>means the Progress Planning and Review for Higher Degree by Research Students Policy 2015.</td>
</tr>
<tr>
<td>progress plan</td>
<td>means a progress plan developed in accordance with the Progress Policy.</td>
</tr>
<tr>
<td>research period</td>
<td>means an enrolment period set by the University and published on its website.</td>
</tr>
<tr>
<td>Note</td>
<td>Research periods are published on the University’s website at: <a href="http://sydney.edu.au/study/study-dates.html">http://sydney.edu.au/study/study-dates.html</a></td>
</tr>
<tr>
<td>Review Panel</td>
<td>means a panel established in accordance with the Progress Policy.</td>
</tr>
</tbody>
</table>
**department** means the academic unit, however so called, responsible for a student’s higher degree by research candidature. It may be called a department, discipline or school within the University. **DepartmentalSchool** delegations may be exercised by faculties.

**semester** means a duration of time equal to any two research periods.

**student** means a person who is currently admitted to candidature in an award course of the University.

**Supervisor** means, in relation to a higher degree by research student, a person appointed to discharge the responsibilities set out in the *Supervision of Higher Degree by Research Students Policy 2013*. For the purpose of this Rule, the generic term supervisor(s) will be used to include research supervisors, co-ordinating supervisors, or auxiliary supervisors.

**thesis** means the whole of the assessable work submitted by a student for examination as required by the *Thesis & Examination of Higher Degrees by Research Policy 2015*.

(2) Unless the contrary appears, a provision in this Rule that specifies matters that are to be or may be considered in relation to a determination or other decision does not imply that they are the only matters to be considered.

(3) A delegate of the Senate is not authorised to sub-delegate (by way of an agency or in any other way) any or all of the delegate’s delegated functions to another person or group of persons.

(4) Delegates more senior in the lines of accountability to a delegate named in this Rule, may exercise a delegation conferred on that named delegate.

Example: A Dean may exercise a delegation conferred on an Associate Dean. An Associate Dean may exercise a delegation conferred on a **Head of Department Postgraduate Coordinator**.

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

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

(7) A reference to a policy or procedures includes a reference to that policy or those procedures as amended from time to time, and to any replacement policy or procedures which may be adopted in substitution for them.

(8) A reference to a committee includes a reference to any restructured or replacement committee to which the functions or responsibilities of the original committee are reassigned.

### 1.5 Authorities and responsibilities

(1) Authorities and responsibilities for the functions set out in this Rule are also defined in the *document Academic Delegations of Authority University of Sydney (Delegations of Authority – Academic Functions) Rule 2016*.

(2) The procedures for consideration of, and deadlines for submission of, proposals for new and amended award courses will be determined by the Academic Board.
1.6 University may change courses and units of study

(1) Despite any policy, or the course resolutions and any other provision of the agreement between a student and the University, the University:

(a) is not obliged to offer a particular course or unit of study in any academic year; and

(b) is not liable to a student for not offering a particular course or unit of study in a particular academic year.

1.7 Overall requirements

(1) The University will not admit a person to a course unless the person:

(a) is eligible for admission to the course;

(b) applies for admission in accordance with this Rule and the course resolutions;

(c) accepts an offer made by the University for admission to the course;

(d) completes, to the satisfaction of the University, all requirements for enrolment in the course; and

(e) meets the University’s English language requirements.

1.8 No right to admission

Nothing in this Rule confers a right on a person to be admitted to candidature for a higher degree by research or imposes a duty on the University to admit, or offer to admit, a person to candidature for a higher degree by research.

PART 2 MASTER’S BY RESEARCH

2.1 Course resolutions

(1) The Academic Board may, on the recommendation of the Faculty, prescribe for a Master’s degree by research, standards relating to:

(a) admission requirements;

(b) course requirements

(c) candidature; and

(d) examination.

2.2 Application of this Part

(1) This Part applies to:

(a) the Master of Philosophy; and
(b) other Master's degrees with a research component of at least two thirds of the total student load for the degree.

2.3 Eligibility for admission to candidature

(1) Subject to sub-clause (2) and (3) and to admission requirements specified in the course resolutions, to be eligible for admission by an Dean or Associate Dean to candidature for a Master's degree, an applicant must:

   (a) hold or have completed all the academic requirements for:
       (i) a Master's degree by coursework or research; or
       (ii) a Bachelor's degree; or
       (iii) a qualification equivalent to a Bachelor's degree; and

   (b) meet other criteria for admission as specified in the course resolutions.

(2) A Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Graduate Studies Committee are equivalent to those prescribed in sub-clause (1).

(3) The Dean or Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Dean or Associate Dean considers appropriate.

2.4 Application for admission to candidature

(1) An applicant for admission to candidature for a Master's degree must submit to the relevant Faculty:

   (a) if required by the course resolutions, a proposed course of advanced study and research, approved by the Head of the department Associate Dean of the school in which the work is to be undertaken;

   (b) satisfactory evidence of the applicant’s eligibility for admission; and

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

2.5 Probationary admission to candidature

(1) Where provision is made for probationary admission in the course resolutions, the Dean or Associate Dean may admit a student to candidature for a Master's degree on a probationary basis for a period not exceeding four research periods.

(2) On completion by the student of any probationary period imposed pursuant to sub-clause (1), the Head of Department Postgraduate Coordinator will review the student’s work and recommend to the Associate Dean that:

   (a) the student’s candidature be confirmed; or

   (b) the student be required to show good cause why he or she should be permitted to continue the candidature.
(3) After considering a recommendation made by the Postgraduate Coordinator a Head of Department in accordance with sub-clause (2), the Associate Dean may:

(a) confirm the student’s candidature; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

Note: See clause 2.13 for details of the ‘show cause’ process.

(4) The candidature of a student that is confirmed in accordance with paragraph (3)(a) will be considered by the University to have commenced on the date of the student’s probationary admission to candidature.

2.6 Credit for previous studies

(1) Subject to sub-clause (2), a student who, at the date of admission to candidature, has completed at least two research periods as a candidate for a higher degree by research in any Faculty of the University may be permitted by the Dean or Associate Dean to receive credit for all or any part of the higher degree candidature.

(2) The Dean or Associate Dean may grant credit in accordance with sub-clause (1), provided that the student’s higher degree candidature was:

(a) a course of full-time or part-time advanced study and research;

(b) pursued by the student under the supervision of a supervisor appointed by the relevant Faculty, University school or Board of Studies;

(c) directly related to the student’s proposed course of advanced study for the Master’s degree; and

(d) the student has discontinued his or her candidature in the higher degree.

(3) Subject to sub-clause (4), and to the course resolutions, a student who, at the date of admission to candidature, has completed at least six months as a candidate for a higher degree at another university or institution may be permitted by the Dean or Associate Dean to receive credit for all or any part of the higher degree candidature.

(4) The Dean or Associate Dean may grant credit in accordance with sub-clause (3), provided that:

(a) at the time of admission to the higher degree by research at the other university or institution, the student held academic qualifications equivalent to those set out in clause 2.3;

(b) the higher degree candidature was:

(i) a course of full-time or part-time advanced study and research;

(ii) pursued by the student under the supervision of a supervisor appointed by the other university or institution; and

(iii) directly related to the student’s proposed course of advanced study for the Master’s degree; and

(c) the student has discontinued his or her candidature in the higher degree at the other university or institution.

(5) Where the course resolutions specify the completion of coursework as part of the requirements of the award, and subject to the course resolutions and the
Coursework Policy 2014

2.7 Limit on credit for previous studies

The amount of credit for previous studies that may be granted to a student in accordance with clause 2.6 is limited by the following requirements:

(a) the combined duration of the student’s previous higher degree candidature and the Master’s candidature must meet the requirements set out in clauses 2.19 and 2.20 of this Rule;

(b) any period of discontinued, suspended or lapsed candidature (as set out in clauses 2.14 to 2.16 of this Rule) must comply with this Rule and with standards set by the Academic Board; and

(c) no student who has been granted credit may present a thesis for examination less than:

(i) six months, for a full-time student; or

(ii) twelve months, for a part-time student;

following admission to candidature at the University.

2.8 Control of candidature

(1) All candidates for a Master’s degree are required to undertake their candidature wholly under the control of the University.

(2) The Dean or Associate Dean may require a student to provide a statement from his or her employer acknowledging that the candidature is under the exclusive control of the University.

2.9 Other studies during candidature

(1) A student must satisfactorily complete any training required by the course resolutions, the Head of Department, Associate Dean, Deputy Vice-Chancellor (Education) or Supervisor, including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work.

Note: In accordance with this Rule, a Master’s degree must comprise a minimum of two-thirds research.

(2) Failure to complete training documented in the student’s progress plan satisfactorily may be considered as evidence of unsatisfactory progress.

(3) A Faculty may decline to examine a thesis if the student has not satisfactorily completed training documented in the progress plan.

2.10 Supervision

The Head of Department/Postgraduate Coordinator will appoint suitably qualified supervisors for each student undertaking a Master’s degree by research, in accordance with policy for supervision determined by the Academic Board.
Note: See also *Supervision of Higher Degree by Research Students Policy 2013*

### 2.11 Location of candidature

1. Subject to the annual approval of the supervisors and Head of DepartmentPostgraduate Coordinator, students will pursue their candidature:
   
   (a) within the University, including its research stations and teaching hospitals;
   
   (b) on fieldwork, including in the field or in libraries, museums or other repositories;
   
   (c) within industrial laboratories or research institutions or other institutions considered by the Head of DepartmentPostgraduate Coordinator to provide adequate facilities for that candidature; or
   
   (d) within a professional working environment.

2. Throughout the course of his or her candidature, a student will attend the University for such:
   
   (a) face-to-face consultation with his or her supervisors;
   
   (b) Departmental School and Faculty or College BoardUniversity school seminars; and
   
   (c) coursework or other studies required under 2.9 of this Rule;

   as specified annually by the Head of DepartmentPostgraduate Coordinator.

3. Subject to sub-clause (4), a student who pursues his or her candidature outside Australia must complete a minimum of two research periods of candidature within the University prior to submitting his or her thesis for examination.

4. For the purposes of sub-clause (3), the two research periods of candidature to be completed within the University may be completed:
   
   (a) at any time during the candidature; and
   
   (b) continuously or in several non-consecutive periods.

### 2.12 Progress

1. At intervals no longer than one year, Heads of DepartmentsPostgraduate Coordinators must require students to:
   
   (a) provide evidence of satisfactory progress in their candidature (including any required progress and review forms); and
   
   (b) participate in a progress review interview.

2. Satisfactory progress will be assessed by a Review Panel in accordance with the Progress Policy.

3. On the basis of any evidence provided by the student and any information obtained during the interview, the Head of DepartmentPostgraduate Coordinator may determine that the student:
   
   (a) has demonstrated satisfactory or marginal progress, and specify the conditions of candidature to apply the following year; or
   
   (b) has demonstrated unsatisfactory progress, and:
(i) allow the student to continue to be enrolled with conditions, including a supplementary progress review in accordance with the Progress Policy; or

(ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(4) When determining the conditions of candidature to apply the following year, the Head of Department Postgraduate Coordinator must indicate whether he or she is satisfied that the proposed supervision arrangements are satisfactory.

(5) After considering a recommendation made by the Head of Department Postgraduate Coordinator in accordance with sub-paragraph (3)(b)(ii), the Associate Dean may:

(a) allow the student’s candidature to continue and specify the conditions of candidature to apply the following year; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

2.13 Students may be required to show good cause

(1) An Associate Dean may require a student to show good cause:

(a) following a progress review, in accordance with paragraph 2.5(3)(b) or 2.12(5)(b);

(b) if the student has not submitted his or her thesis for examination by the latest date to do so as required by clause 2.20; or

(c) at any other time, on the recommendation of the Head of Department or Postgraduate Co-ordinator.

(2) A student who is required to show good cause will be sent a notice that:

(a) requires the student to show good cause why he or she should be permitted to continue the candidature, on or before a specified date;

(b) states why the student is being asked to show good cause;

(c) sets out the actions that may be taken in respect of the candidature; and

(d) advises the student of his or her right to seek independent advice and assistance in preparing his or her response.

(3) The Associate Dean must give the student a reasonable opportunity to make written submissions about the matter.

(4) If, after considering any submissions made by the student, progress reports, any reports by the supervisors or Head of Department Postgraduate Coordinator, and any other relevant information, the Associate Dean forms the opinion that the student has shown good cause, the Associate Dean will permit the student to continue the candidature.

(5) If, after considering the information referred to in sub-clause (4), the Associate Dean forms the opinion that the student has not shown good cause, the Associate Dean must, by written notice setting out his or her reasons:

(a) terminate the student’s candidature; or
(b) impose conditions or restrictions on the continuation of the student's candidature.

Note. For review of these decisions see *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*.

(6) In addition to the decision made under 2.13(4) or 2.13(5), the Associate Dean might also offer the student the option to transfer to another course within the Faculty for which the student is eligible. The Associate Dean may impose conditions or restrictions on that offer transfer of course.

(7) A person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 2.13(5)(a) will not be permitted to re-enrol in that candidature.

(8) Where a person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 2.13(5)(a), that person may be excluded by the Associate Dean from applying for admission to a higher degree by research within the Faculty for the longer period of:

(a) at least two academic years; or

(b) if the person is applying for a Research Training Scheme Program place, the period of time until the person is entitled to the maximum period allowed for the course under the Research Training Scheme Program.

Note: As at the date of this rule, detailed information about entitlement for Research Training Scheme can be found in Research Training Scheme: Conditions of Grant, which can be found at [https://www.education.gov.au/research-training-program](https://www.education.gov.au/research-training-program).

### 2.14 Discontinuation of candidature

(1) Subject to this clause and the course resolutions, a student in a course may, by notice to the Faculty, discontinue his or her enrolment in the course or in one or more units of study.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) A student’s enrolment in the course or the relevant units of study will be treated as discontinued from the date of the notice, unless he or she produces evidence that:

(a) the discontinuation occurred at an earlier date; and

(b) there was good reason why the application could not be made at an earlier time.

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

(a) the Associate Dean granted prior permission to re-enrol; or

(b) the student applies for and gains a new admission to the course.

(5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with paragraphs (3)(a) and (b).
2.15 Suspension of candidature

(1) Subject to the course resolutions, a student in a course may, by notice to the Faculty, suspend his or her enrolment in the course:
   (a) for a maximum period of one year; or
   (b) with the approval of the Dean or Associate Dean, for a longer period.

(2) The notice must be in a form approved or accepted by the Faculty.

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

2.16 Lapse of candidature

(1) If a student does not enrol by the last census date for enrolment in each research period, and the student has not discontinued or sought approval to suspend enrolment, the student's candidature lapses.

(2) If a student’s candidature in a course lapses, then, despite any contrary provision in this Rule, the student must apply for and gain a new admission to the course in order to re-enrol.

2.17 Return to candidature

(1) Subject to written advice from the Dean or Associate Dean, if a student returns to candidature after suspension the course requirements as in force at the time of the student’s return to candidature apply.

(2) The Dean or Associate Dean may, in writing, modify the application of the course resolutions with respect to a particular student's return to candidature.

(3) A student whose candidature has been discontinued or lapsed must apply for and gain a new admission to the course in order to re-enrol. The course requirements in place at the time of the new admission apply.

2.18 Leave of absence

Subject to the course resolutions, a student may, with the approval of the Head of Department or Postgraduate Coordinator, take leave of absence from the course for a period less than one research period.

2.19 Earliest date for submission of thesis for examination

Subject to clause 2.7 and this clause 2.19:

(a) a student may not submit a thesis for examination until he or she has completed at least four research periods of enrolled candidature; and

(b) for the purposes of paragraph (a), a student’s candidature will be considered to include any periods of credit granted under clause 2.6.
(c) the student must be enrolled at the time that the thesis is submitted for examination.

2.20 Latest date for submission of thesis for examination

(1) Subject to clause 2.7 and this clause 2.20, a student who has undertaken all of his or her candidature on a full-time basis must submit his or her thesis for examination:
   (a) after no more than eight research periods of enrolled candidature; and
   (b) for the purposes of paragraph (a), a student’s candidature will be considered by the University to include any periods of credit granted under clause 2.6.

(2) Subject to this clause, a student who has undertaken all of his or her candidature on a part-time basis must submit his or her thesis for examination after no more than 16 research periods of enrolled candidature.

(3) Where a student has undertaken his or her candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit his or her thesis for examination after no more than the equivalent of eight full-time research periods of enrolled candidature.

(4) The Dean or Associate Dean may approve an extension of candidature with a latest date for submission of thesis for examination beyond the maximum period specified in this clause.

(5) The student must be enrolled at the time that the thesis is submitted for examination.

2.21 Content of thesis

(1) At the end of his or her course of advanced study and research, the student must submit a thesis for examination in the form required by Academic Board policy or procedures and any applicable course resolutions.

(2) Subject to sub-clause (3), a student may not submit as his or her thesis any work that has been presented for a degree or diploma at the University or at another university or institution.

(3) A student may submit work that has been presented for a degree or diploma at the University or at another university or institution where the work is submitted as part of the thesis, and the student has identified those parts of the thesis that have previously been presented for a degree or diploma.

(4) A student who undertook his or her candidature in a language department school in the Faculty of Arts and Social Sciences may:
   (a) submit a thesis written in English or in the target language determined by the department school; or
   (b) where a department school has specified by means of a Faculty resolution that it will consider applications to submit a thesis in a language other than English or the target language of the department school, submit a thesis in another language approved by the department school.

(5) Applications to submit a thesis in a language other than English or the target language of a department school must be:
(a) made by an applicant in writing; and
(b) considered and determined by the **Head of Department**, **Associate Dean** and **the Dean** (taking into account arrangements for supervision and examination);

prior to the commencement of candidature.

2.22 Form of thesis for examination

(1) A candidate must submit his or her thesis for examination in the form required by the Academic Board.

(2) The thesis must be accompanied by a certificate from the co-ordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory.

(3) The thesis must also be accompanied by an abstract in a form prescribed by resolution of the Academic Board.

(4) Subject to this Rule, the student must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for use.

2.23 Examination procedures

The examination of candidates for the degree of Master’s by research will be conducted in accordance with the course resolutions and with standards and guidelines determined by the Academic Board.

2.24 Aegrotat and posthumous awards

Aegrotat and posthumous awards may be made in circumstances involving serious illness or death.

PART 3 DOCTORATES BY RESEARCH OTHER THAN THE DOCTOR OF PHILOSOPHY

3.1 Course resolutions

(1) The Academic Board may, on the recommendation of the Faculty, prescribe for a Doctorate by research other than the Doctor of Philosophy, standards relating to:

(a) admission requirements;
(b) degree requirements;
(c) candidature; and
(d) examination.
3.2 Application and meaning of this Part

This Part applies to Doctorates by research other than the Doctor of Philosophy and Higher Doctorates.

3.3 Eligibility for admission to candidature

(1) Subject to sub-clause (2) and (3) and to admission requirements specified in the course resolutions, to be eligible for admission by a Dean or Associate Dean to candidature for a Doctorate by research other than a Doctor of Philosophy, an applicant must:

(a) hold or have completed all the academic requirements for:
   (i) a Master’s degree by research or higher qualification; or
   (ii) a Master’s degree by coursework including a research component equivalent to 25% of one year’s full-time enrolment; or
   (iii) a Bachelor’s degree with first or second class honours; or
   (iv) a Bachelor’s degree and either relevant professional experience or a portfolio of works as determined by the Faculty; and

(b) meet other criteria for admission as specified in the course resolutions.

(2) A Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Graduate Studies Committee are equivalent to those prescribed in sub-clause (1).

(3) The Dean or Associate Dean may impose on a student admitted to candidature pursuant to sub-clause (2) such conditions as the Dean or Associate Dean considers appropriate.

3.4 Application for admission to candidature

(1) An applicant for admission to candidature for a Doctorate by research other than the Doctor of Philosophy must submit to the relevant Faculty:

(a) if required by the course resolutions, a proposed course of advanced study and research, approved by the Head of the department, Associate Dean, in consultation with the Postgraduate Coordinator of the school in which the work is to be undertaken;

(b) satisfactory evidence of the applicant’s eligibility for admission; and.

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

3.5 Probationary admission to candidature

(1) Where provision is made for probationary admission in the course resolutions, the Dean or Associate Dean may admit a student to candidature for a Doctorate other than a PhD on a probationary basis for a period not exceeding four research periods.
(2) On completion by the student of any probationary period imposed pursuant to sub-clause (1), the Head of Departmentrelevant Head of School or Postgraduate Coordinator will review the student’s work and recommend to the Associate Dean that:

(a) the student’s candidature be confirmed; or
(b) the student be required to show good cause why he or she should be permitted to continue the candidature.

(3) After considering a recommendation made by a Head of Departmentthe relevant Head of School or Postgraduate Coordinator in accordance with sub-clause (2), the Associate Dean may:

(a) confirm the student’s candidature; or
(b) require the student to show good cause why he or she should be permitted to continue the candidature.

Note: See clause 3.13 for details of the ‘show cause’ process.

(4) The candidature of a student that is confirmed in accordance with paragraph (3)(a) will be considered by the University to have commenced on the date of the student’s probationary admission to candidature.

3.6 Credit for previous studies

(1) Subject to sub-clause (2), a student who, at the date of admission to candidature, has completed at least two research periods as a candidate for a higher degree by research in any Faculty of the University may be permitted by the Dean or Associate Dean to receive credit for all or any part of the higher degree candidature.

(2) The Dean or Associate Dean may grant credit in accordance with sub-clause (1), provided that the student’s previous higher degree candidature was:

(a) a course of full-time or part-time advanced study and research;
(b) pursued by the student under the supervision of a supervisor appointed by the relevant Faculty, University school or Board of Studies;
(c) directly related to the student’s proposed course of advanced study for the Doctoral degree; and
(d) the student has discontinued his or her candidature in the previous higher degree.

(3) Subject to sub-clause (4), a student who, at the date of admission to candidature, has completed at least six months as a candidate for a higher degree by research at another university or institution may be permitted by the Dean or Associate Dean to receive credit for all or any part of the previous higher degree candidature.

(4) The Dean or Associate Dean may grant credit in accordance with sub-clause (3), provided that:

(a) at the time of admission to the higher degree at the other university or institution, the student held academic qualifications equivalent to those set out in clause 3.3;
(b) the previous higher degree by research candidature was:
   (i) a course of full-time or part-time advanced study and research;
(ii) pursued by the student under the supervision of a supervisor appointed by the other university or institution; and

(iii) directly related to the student’s proposed course of advanced study for the Doctoral degree by research; and

(c) the student has discontinued his or her candidature in the previous higher degree by research at the other university or institution.

(5) Where the course resolutions specify the completion of coursework as part of the requirements of the award, and subject to the course resolutions and the Coursework Policy 2014, the Dean or Associate Dean may grant a student credit for previously completed coursework.

3.7 Limit on credit for previous studies

(1) The amount of credit for previous studies that may be granted to a student in accordance with clause 3.6 is limited by the following requirements:

(a) the combined duration of the student’s previous higher degree by research candidature and the Doctoral candidature must meet the requirements set out in clauses 3.19 and 3.20 of this Rule;

(b) any period of discontinued, suspended or lapsed candidature (as set out in 3.14 to 3.16 of this Rule) must comply with standards set by the Academic Board and this Rule; and

(c) no student who has been granted credit may present a thesis for examination less than:

(i) six months, for a full-time student; or

(ii) twelve months, for a part-time student;

following admission to candidature at the University.

3.8 Control of candidature

(1) All candidates for a Doctoral degree by research are required to undertake their candidature wholly under the control of the University.

(2) The Dean or Associate Dean may require a student who is employed by an institution to provide a statement by the relevant employer acknowledging that the candidature is under the exclusive control of the University.

3.9 Other studies during candidature

(1) A student must satisfactorily complete any training required by the course resolutions, the Head of Department, Associate Dean, Deputy Vice-Chancellor (Education) or Supervisor, including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work.

Note: In accordance with this Rule, a Doctorate must comprise a minimum of two-thirds research.

(2) Failure to complete training documented in the student’s progress plan satisfactorily may be considered as evidence of unsatisfactory progress.
(3) A Faculty may decline to examine a thesis if the student has not satisfactorily completed training documented in the progress plan.

3.10 Supervision

The relevant Head of Department Postgraduate Coordinator will appoint suitably qualified supervisors for each student undertaking a Doctoral degree by research in accordance with policy for supervision determined by the Academic Board.

Note: See also Supervision of Higher Degree by Research Students Policy 2013

3.11 Location of candidature

(1) Subject to the annual approval of the supervisors and Head of Department Postgraduate Coordinator, students will pursue their candidature:

(a) within the University, including its research stations and teaching hospitals;
(b) on fieldwork, including in the field or in libraries, museums or other repositories;
(c) within industrial laboratories or research institutions or other institutions considered by the Head of Department to provide adequate facilities for that candidature; or
(d) within a professional working environment.

(2) Throughout the course of his or her candidature, a student will attend the University for such:

(a) face-to-face consultation with his or her supervisors;
(b) Departmental School and Faculty or College Board University school seminars; and
(c) coursework or other studies required under clause 3.9 of this Rule; as specified annually by the Head of Department Postgraduate Coordinator.

(3) Subject to sub-clause (4) and (5), a student who pursues his or her candidature outside Australia must complete a minimum of four research periods of candidature within the University prior to submitting his or her thesis for examination.

(4) For the purposes of sub-clause (3), the four research periods of candidature to be completed within the University may be completed:

(a) at any time during the candidature; and
(b) continuously or in several non-consecutive periods.

(5) A student granted credit under 3.6 must complete a minimum of two research periods of candidature within the University prior to submitting his or her thesis for examination.

3.12 Progress

(1) At intervals no greater than one year, Heads of Departments Postgraduate Coordinators must require students to:
(a) provide evidence of satisfactory progress in their candidature (including any required progress and review forms); and

(b) participate in a progress review interview.

(2) Satisfactory progress will be assessed by a Review Panel in accordance with the Progress Policy.

(3) On the basis of any evidence provided by the student and any information obtained during the interview, the Head of Department Postgraduate Coordinator may determine that the student:

(a) has demonstrated satisfactory or marginal progress, and specify the conditions of candidature to apply the following year; or

(b) has demonstrated unsatisfactory progress, and:

(i) allow the student to continue to be enrolled with conditions, including a supplementary progress review in accordance with the Progress Policy; or

(ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(4) When determining the conditions of candidature to apply the following year, the Head of Department Postgraduate Coordinator must indicate whether he or she is satisfied that the proposed supervision arrangements are satisfactory.

(5) After considering a recommendation made by the Head of Department Postgraduate Coordinator in accordance with sub-paragraph (3)(b)(ii), the Associate Dean may:

(a) allow the student’s candidature to continue and specify the conditions of candidature to apply the following year; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

3.13 Students may be required to show good cause

(1) An Associate Dean may require a student to show good cause:

(a) following a progress review, in accordance with paragraph 3.5(3)(b) or 3.12(5)(b);

(b) if the student has not submitted his or her thesis for examination by the latest date to do so, as required by clause 3.20; or

(c) at any other time, on the recommendation of the Head of Department or Postgraduate Coordinator.

(2) A student who is required to show good cause will be sent a notice that:

(a) requires the student to show good cause why he or she should be permitted to continue the candidature, on or before a specified date;

(b) states why the student is being asked to show good cause;

(c) sets out the actions that may be taken in respect of the candidature; and

(d) advises the student of his or her right to seek independent advice and assistance in preparing his or her response.
(3) The Associate Dean must give the student a reasonable opportunity to make written submissions about the matter.

(4) If, after considering any submissions made by the student, progress reports, any reports by the supervisors or Head of Department the Postgraduate Coordinator, and any other relevant information, the Associate Dean forms the opinion that the student has shown good cause, the Associate Dean will permit the student to continue the candidature.

(5) If, after considering the information referred to in sub-clause (4), the Associate Dean forms the opinion that the student has not shown good cause, the Associate Dean must, by written notice setting out his or her reasons:

(a) terminate the student's candidature; or
(b) impose conditions or restrictions on the continuation of the student's candidature.

Note: For review of these decisions see University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

(6) In addition to the decision made under 3.13(4) or 3.13(5), the Associate Dean might also offer the student the option to transfer to another course within the Faculty for which the student is eligible. The Associate Dean may impose conditions or restrictions on that offer transfer of course.

(7) A person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 3.13(5)(a) will not be permitted to re-enrol in that candidature.

(8) Where a person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 3.13(5)(a), that person may be excluded by the Associate Dean from applying for admission to a higher degree by research within the Faculty for the longer period of:

(a) at least two academic years; or
(b) if the person is applying for a Research Training Scheme Program place, the period of time until the person is entitled to the maximum period allowed for the course under the Research Training Scheme Program.

Note: As at the date of this rule, detailed information about entitlement for Research Training Scheme Program can be found in Research Training Scheme Program: Conditions of Grant, which can be found at [https://www.education.gov.au/research-training-program](https://www.education.gov.au/research-training-program).

3.14 Discontinuation of candidature

(1) Subject to this clause and the course resolutions, a student in a course may, by notice to the Faculty, discontinue his or her enrolment in the course or in one or more units of study.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) A student's enrolment in the course or the relevant units of study will be treated as discontinued from the date of the notice, unless he or she produces evidence that:

(a) the discontinuation occurred at an earlier date; and
(b) there was good reason why the application could not be made at an earlier time.
(4) A student who discontinues enrolment in a course during his or her first year of enrolment in the course will not be permitted to re-enrol in that course unless:
   (a) the Associate Dean granted prior permission to re-enrol; or
   (b) the student applies for and gains a new admission to the course.

(5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with sub-clauses (3)(a) and (b).

3.15 Suspension of candidature

(1) Subject to the course resolutions, a student in a course may, by notice to the Faculty, suspend his or her enrolment in the course:
   (a) for a maximum period of one year; or
   (b) with the approval of the Dean or Associate Dean, for a longer period.

(2) The notice must be in a form approved or accepted by the Faculty.

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

3.16 Lapse of candidature

(1) If a student does not enrol by the last census date for enrolment in each research period, and the student has not discontinued or sought approval to suspend enrolment, the student’s candidature lapses.

(2) If a student’s candidature in a course lapses, then, despite any contrary provision in this Rule, the student must apply for and gain a new admission to the course in order to re-enrol.

3.17 Return to candidature

(1) Subject to written advice from the Dean or Associate Dean, if a student returns to candidature after suspension, the course requirements as in force at the time of the student’s return to candidature apply.

(2) The Dean or Associate Dean may, in writing, modify the application of the course resolutions with respect to a particular student’s return to candidature.

(3) A student whose candidature has been discontinued or lapsed must apply for and gain a new admission to the course in order to re-enrol. The course requirements in place at the time of the new admission apply.

3.18 Leave of absence

Subject to the course resolutions, a student may, with the approval of the Head of Department, Postgraduate Coordinator, take leave of absence from the course for a period less than one research period.
3.19 Earliest date for submission of thesis for examination

(1) For the purposes of this clause, a student's candidature will be considered by the University to include any periods of credit granted under clause 3.6 of this Rule.

(2) Subject to clauses 3.6 and 3.7 and this clause 3.19 a student may not submit a thesis for examination until he or she has completed at least 12 research periods of enrolled candidature.

(3) The Associate Dean may permit a student to submit a thesis for examination up to two research periods earlier than the period prescribed in sub-clause (2), provided that the Associate Dean is satisfied that the student has made exceptional progress in his or her candidature.

(4) The Chair of the Academic Board may permit a student to submit a thesis earlier than the periods prescribed in sub-clauses (1)-(2), provided that the Chair of the Academic Board is satisfied that the student has made exceptional progress in his or her candidature.

(5) Prior to exercising his or her discretion under sub-clause (4), the Chair of the Academic Board may obtain advice from the Chair of the Graduate Studies Committee of the Academic Board, Dean or Associate Dean.

(6) The student must be enrolled at the time that the thesis is submitted for examination.

3.20 Latest date for submission of thesis for examination

(1) Subject to clause 3.6 and this clause 3.20, a student who has undertaken all of his or her candidature on a full-time basis must submit his or her thesis for examination:

(a) after no more than 16 research periods of enrolled candidature; and

(b) for the purposes of paragraph (a), a student's candidature will be considered by the University to include any periods of credit granted under clause 3.6.

(2) Subject to this clause, a student who has undertaken all of his or her candidature on a part-time basis must submit his or her thesis for examination after no more than 32 research periods of enrolled candidature.

(3) Where a student has undertaken his or her candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit his or her thesis for examination after no more than the equivalent of 16 full-time research periods of enrolled candidature.

(4) The Dean or Associate Dean may approve an extension of candidature with a new latest date for submission of thesis for examination beyond the maximum period specified in this clause.

(5) The student must be enrolled at the time that the thesis is submitted for examination.
3.21 Content of thesis

(1) At the end of his or her course of advanced study and research, the student must submit a thesis for examination in the form required by Academic Board policy or procedures and any applicable course resolutions.

(2) Subject to sub-clause (3), a student may not submit as his or her thesis any work that has been presented for a degree or diploma at the University or at another university or institution.

(3) A student may submit work that has been presented for a degree or diploma at the University or at another university or institution where the work is submitted as part of the thesis, and the student has identified those parts of the thesis that have previously been presented for a degree or diploma.

(4) A student who undertook his or her candidature in a language department in the Faculty of Arts and Social Sciences may:
   (a) submit a thesis written in English or in the target language determined by the department; or
   (b) where a department has specified by means of a Faculty resolution that it will consider applications to submit a thesis in a language other than English or the target language of the department, submit a thesis in another language approved by the department.

(5) Subject to the course resolutions, applications to submit a thesis in a language other than English or the target language of a department must be:
   (a) made by an applicant in writing; and
   (b) considered and determined by the Head of Department, Associate Dean and the Dean (taking into account arrangements for supervision and examination);

prior to the commencement of candidature.

3.22 Form of thesis for examination

(1) A candidate must submit his or her thesis for examination in the form required by the Academic Board.

(2) The thesis must be accompanied by a certificate from the co-ordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory.

(3) The thesis must also be accompanied by an abstract in a form required by the Academic Board.

(4) Subject to this Rule, the student must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for use.

3.23 Examination procedures

(1) The examination of candidates for a Doctorate by research will be conducted in accordance with the course resolutions and with standards and guidelines determined by the Academic Board.
(2) Where the course resolutions do not specify examination procedures, the examination of candidates for a Doctorate by research will be conducted in accordance with procedures prescribed by the Academic Board for the Doctor of Philosophy.

3.24 Aegrotat and posthumous awards

Aegrotat and posthumous awards may be made in circumstances involving serious illness or death.

PART 4 DOCTOR OF PHILOSOPHY

4.1 Application of this part

This Part applies to the degree of Doctor of Philosophy.

4.2 Eligibility for admission to candidature

(1) Subject to sub-clauses (2) and (3), to be eligible for admission by the Dean or Associate Dean to candidature for the Doctor of Philosophy, an applicant must:

(a) hold or have completed all the academic requirements for:
   (i) a Master's degree by research or higher level degree; or
   (ii) a Master's degree by coursework including a research component equivalent to 25% of one year’s full-time enrolment; or
   (iii) a Bachelor's degree with first or second class honours; and

(b) meet additional criteria for admission to the degree as specified by the Faculty.

(2) A Dean or An Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds or has completed all the requirements for a Bachelor’s degree, and:

(a) has obtained a high distinction or distinction in the highest course available in the subject or subjects relevant to the proposed course of advanced study and research; or

(b) has completed a period of relevant full-time or part-time advanced study and research towards a Master’s degree by research at the University, at such a standard as demonstrates to the satisfaction of the Dean or Associate Dean that the applicant is suitably prepared in the field of study to undertake the Doctor of Philosophy. Students admitted on this basis will be granted credit for their candidature in the Master’s degree, consistently with clause 4.5.

(3) The Chair of the Graduate Studies Committee of Academic Board may admit to candidature an applicant who does not meet the requirements of sub-clause (1) or (2), provided that the applicant holds qualifications that, in the opinion of the Chair of the Graduate Studies Committee on the recommendation of the Associate Dean, are equivalent to those prescribed in sub-clauses (1) or (2).
4.3 Application for admission to candidature

(1) An applicant for admission to candidature for the degree of Doctor of Philosophy must submit to the relevant Faculty:

(a) a proposed course of advanced study and research, approved by the Head of the department/Associate Dean, in consultation with the Postgraduate Coordinator of the school in which the work is to be undertaken; and

(b) satisfactory evidence of the applicant’s eligibility for admission; and

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

4.4 Probationary admission to candidature

(1) The Dean or Associate Dean may admit a student to candidature for the degree of Doctor of Philosophy on a probationary basis for a period not exceeding four research periods.

(2) On completion by the student of any probationary period imposed pursuant to sub-clause (1), the Head of Department/Postgraduate Coordinator will review the student’s work and recommend to the Associate Dean that:

(a) the student’s candidature be confirmed; or

(b) the student be required to show good cause why he or she should be permitted to continue the candidature.

(3) After considering a recommendation made by a Head of Department/Postgraduate Coordinator in accordance with sub-clause (2), the Associate Dean may:

(a) confirm the student’s candidature; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

Note: See clause 4.12 for details of the ‘show cause’ process.

(4) The candidature of a student that is confirmed in accordance with paragraph (3)(a) will be considered by the University to have commenced on the date of the student’s probationary admission to candidature.

4.5 Credit for previous studies

(1) Subject to sub-clause (2), a student who, at the date of admission to candidature, has completed at least two research periods as a candidate for a higher degree by research in any Faculty of the University may be permitted by the relevant Dean or Associate Dean to receive credit for all or any part of the higher degree candidature.
(2) The Dean or Associate Dean may grant credit in accordance with sub-clause (1), provided that the student's higher degree candidature was:

(a) a course of full-time or part-time advanced study and research;
(b) pursued by the student under the supervision of a supervisor appointed by the relevant Faculty, University school or Board of Studies;
(c) directly related to the student’s proposed course of advanced study for the degree of Doctor of Philosophy; and
(d) the student has discontinued his or her candidature in the previous higher degree.

(3) Subject to sub-clause (4), a student who, at the date of admission to candidature, has completed at least six months as a candidate for a higher degree at another university or institution may be permitted by the Chair of the Graduate Studies Committee of the Academic Board Associate Dean to receive credit for all or any part of the higher degree candidature.

(4) The Chair of the Graduate Studies Committee of the Academic Board Associate Dean may grant credit in accordance with sub-clause (3), provided that:

(a) at the time of admission to the higher degree by research at the other university, or institution, the student held academic qualifications equivalent to those set out in clause 4.2;
(b) the higher degree candidature was:
   (i) a course of full-time or part-time advanced study and research;
   (ii) pursued by the student under the supervision of a supervisor appointed by the other university or institution; and
   (iii) directly related to the student’s proposed course of advanced study for the degree of Doctor of Philosophy; and
(c) the student has discontinued his or her candidature in the higher degree at the other university or institution.

4.6 Limit on credit for previous studies

(1) The amount of credit for previous studies that may be granted to a student in accordance with clause 4.5 is limited by the following requirements:

(a) the combined duration of the student’s previous higher degree candidature and the Doctor of Philosophy candidature must meet the requirements set out in clauses 4.18 and 4.19 of this Rule;
(b) any period of discontinued, suspended or lapsed candidature (as set out in 4.13 to 4.15 of this Rule) must comply with standards set by the Academic Board and this Rule; and
(c) no student who has been granted credit may present a thesis for examination less than:
   (i) six months, for a full-time student; or
   (ii) twelve months, for a part-time student;
following admission to candidature at the University.
4.7 Control of candidature

(1) All candidates for the degree of Doctor of Philosophy are required to undertake their candidature wholly under the control of the University.

(2) The Dean or Associate Dean may require a student to provide a statement from his or her employer acknowledging that the candidature is under the exclusive control of the University.

4.8 Other studies during candidature

(1) A student must satisfactorily complete any training required by the course resolutions, the Head of Department, Associate Dean, Deputy Vice-Chancellor (Education) or Supervisor, including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work.

Note: In accordance with this Rule, a Doctorate must comprise a minimum of two-thirds research.

(2) Failure to complete training documented in the student's progress plan satisfactorily may be considered as evidence of unsatisfactory progress.

(3) A Faculty may decline to examine a thesis if the student has not satisfactorily completed training documented in the progress plan.

4.9 Supervision

The Head of Department, Postgraduate Coordinator will appoint suitably qualified supervisors for each candidate for the Doctor of Philosophy in accordance with policy for supervision determined by the Academic Board.

Note: See also Supervision of Higher Degree by Research Students Policy 2013

4.10 Location of candidature

(1) Subject to the annual approval of the supervisors and Head of Department, Postgraduate Coordinator, students will pursue their candidature:

(a) within the University, including its research stations and teaching hospitals;

(b) on fieldwork, including in the field or in libraries, museums or other repositories;

(i) within industrial laboratories or research institutions or other institutions considered by the Head of Department to provide adequate facilities for that candidature; or

(ii) within a professional working environment.

(2) Throughout the course of his or her candidature, a student will attend the University for such:

(a) consultation with his or her supervisors; and

(b) Departmental, School and Faculty or College Board, University school seminars; and

(c) coursework or other studies required under clause 4.08 of this Rule;
as specified annually by the Head of Department/Postgraduate Coordinator.

(3) Subject to sub-clauses (4) (5) and (6), a student who pursues his or her candidature outside Australia must complete a minimum of four research periods of candidature within the University prior to submitting his or her thesis for examination.

(4) A student whose minimum length of candidature is eight research periods (rather than the usual 12 research periods), and who pursues his or her candidature outside Australia, must complete a minimum of two research periods of candidature within the University prior to submitting his or her thesis for examination.

(5) For the purposes of sub-clauses (3) and (4), the period required to be completed within the University may be completed:
   (a) at any time during the candidature; and
   (b) continuously or in several non-consecutive periods.

(6) A student granted credit under 4.5 must complete a minimum of two research periods of candidature within the University prior to submitting his or her thesis for examination.

4.11 Progress

(1) At intervals no greater than one year, Heads of Departments/Postgraduate Coordinators must require students to:
   (a) provide evidence of satisfactory progress in their candidature (including any required progress and review forms); and
   (b) participate in a progress review interview.

(2) Satisfactory progress will be assessed by a Review Panel in accordance with the Progress Policy.

(3) On the basis of any evidence provided by the student and any information obtained during the interview, the Head of Department/Postgraduate Coordinator may determine that the student:
   (a) has demonstrated satisfactory or marginal progress, and specify the conditions of candidature to apply the following year; or
   (b) has demonstrated unsatisfactory progress, and:
      (i) allow the student to continue to be enrolled with conditions, including a supplementary progress review in accordance with the Progress Policy; or
      (ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(4) When determining the conditions of candidature to apply the following year, the Head of Department/Postgraduate Coordinator must indicate whether he or she is satisfied that the proposed supervision arrangements are satisfactory.

(5) After considering a recommendation made by the Head of Department Postgraduate Coordinator in accordance with sub-paragraph (3)(b)(ii), the Associate Dean may:
(a) allow the student’s candidature to continue and specify the conditions of candidature to apply the following year; or
(b) require the student to show good cause why he or she should be permitted to continue the candidature.

4.12 Students may be required to show good cause

(1) An Associate Dean may require a student to show good cause:
(a) following a progress review, in accordance with paragraph 4.4(3)(b) or 4.11(5)(b);
(b) if the student has not submitted his or her thesis for examination by the latest date to do so, as required by clause 4.19; or
(c) at any other time, on the recommendation of the Head of Department or Postgraduate Co-ordinator.

(2) A student who is required to show good cause will be sent a notice that:
(a) requires the student to show good cause why he or she should be permitted to continue the candidature, on or before a specified date;
(b) states why the student is being asked to show good cause;
(c) sets out the actions that may be taken in respect of the candidature; and
(d) advises the student of his or her right to seek independent advice and assistance in preparing his or her response.

(3) The Associate Dean must give the student a reasonable opportunity to make written submissions about the matter.

(4) If, after considering any submissions made by the student, progress reports, any reports by the supervisors or Head of Department Postgraduate Coordinator, and any other relevant information, the Associate Dean forms the opinion that the student has shown good cause, the Associate Dean will permit the student to continue the candidature.

(5) If, after considering the information referred to in sub-clause (4), the Associate Dean forms the opinion that the student has not shown good cause, the Associate Dean must, by written notice setting out his or her reasons:
(a) terminate the student’s candidature; or
(b) impose conditions or restrictions on the continuation of the student’s candidature.

Note. For review of these decisions see University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

(6) In addition to the decision made under 4.12(4) or 4.12(5), the Associate Dean might also offer the student the option to transfer to another course within the Faculty for which the student is eligible. The Associate Dean may impose conditions or restrictions on that offer transfer of course.

(7) A person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 4.12(5)(a) will not be permitted to re-enrol in that candidature.

(8) Where a person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 4.12(5)(a), that person may
be excluded by the Associate Dean from applying for admission to a higher degree within the Faculty for the longer period of:

(a) at least two academic years; or

(b) if the person is applying for a Research Training Scheme Program place, the period of time until the person is entitled to the maximum period allowed for the course under the Research Training Scheme Program.

Note: As at the date of this rule, detailed information about entitlement for Research Training Scheme Program can be found in Research Training Scheme Program: Conditions of Grant, which can be found at https://www.education.gov.au/research-training-program.

4.13 Discontinuation of candidature

(1) A student in a course may, by notice to the Faculty, discontinue his or her enrolment in the course or in one or more units of study.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) A student’s enrolment in the course or the relevant units of study will be treated as discontinued from the date of the notice, unless he or she produces evidence that:

(a) the discontinuation occurred at an earlier date; and

(b) there was good reason why the application could not be made at an earlier time.

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

(a) the Associate Dean granted prior permission to re-enrol; or

(b) the student applies for and gains a new admission to the course.

(5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with sub-clause (3)(a) and (b).

4.14 Suspension of candidature

(1) A student in a course may, by notice to the Faculty, suspend his or her enrolment in the course:

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

(b) with the approval of the Dean or Associate Dean, for a longer period.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) At the end of the suspension period, the student must comply with any requirements notified by the Dean or Associate Dean for completing the course.

4.15 Lapse of candidature

(1) If a student does not enrol by the last census date for enrolment in each research period, and the student has not discontinued or sought approval to suspend enrolment, the student’s candidature lapses.
(2) If a student's candidature in a course lapses, then, despite any contrary provision in this Rule, the student must apply for and gain a new admission to the course in order to re-enrol.

4.16 Return to candidature

| (1) Subject to written advice from the Dean or Associate Dean, if a student returns to candidature after suspension in candidature, the requirements as in force at the time of the student's return to candidature apply. |

| (2) A student whose candidature has been discontinued or lapsed must apply for and gain a new admission to the course in order to re-enrol. The course requirements in place at the time of the new admission apply. |

4.17 Leave of absence

Subject to the course resolutions, a student may, with the approval of the Head of DepartmentPostgraduate Coordinator, take leave of absence from the course for a period of less than one research period.

4.18 Earliest date for submission of thesis for examination

(1) For the purposes of this clause, a student's candidature will be considered by the University to include any periods of credit granted under clause 4.6 of this Rule.

(2) Subject to clause 4.6 and this clause 4.18 a student may not submit a thesis for examination until he or she has completed at least 12 research periods of enrolled candidature.

| (3) The Dean-Associate Dean may permit a student to submit a thesis for examination up to two research periods earlier than the period prescribed in sub-clause (2), provided that, in the opinion of the DeanAssociate Dean, evidence has been produced that the student has made exceptional progress in his or her candidature. |

| (4) The Chair of the Academic Board may permit a student to submit a thesis earlier than the periods prescribed in sub-clauses (2)-(3), provided that, in the opinion of the Chair of the Academic Board, evidence has been produced that the student has made exceptional progress in his or her candidature. |

| (5) Prior to exercising his or her discretion under sub-clause (4), the Chair of the Academic Board may obtain advice from the Chair of the Graduate Studies Committee of the Academic Board, Dean or Associate Dean. |

| (6) The student must be enrolled at the time that the thesis is submitted for examination. |

4.19 Latest date for submission of thesis for examination

(1) For the purposes of this clause, a student's candidature will be considered by the University to include any periods of credit granted under clause 4.5 of this Rule.

(2) Subject to this clause 4.19, a student who has undertaken all of his or her candidature on a full-time basis must submit his or her thesis for examination after no more than 16 research periods of enrolled candidature.
(3) A student who has undertaken all of his or her candidature on a part-time basis must submit his or her thesis for examination after no more than 32 research periods of enrolled candidature.

(4) Where a student has undertaken his or her candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit his or her thesis for examination after no more than the full-time equivalent of 16 research periods of enrolled candidature.

(5) The Dean or Associate Dean may approve an extension of candidature with a new latest date for submission of thesis for examination beyond the maximum period specified in this clause.

(6) The student must be enrolled at the time that the thesis is submitted for examination.

### 4.20 Content of thesis

(1) At the end of his or her course of advanced study and research, the student must submit a thesis for examination in the form required by Academic Board policy or procedures.

(2) Subject to sub-clause (3), a student may not submit as his or her thesis any work that has been presented for a degree or diploma at the University or at another university or institution.

(3) A student may submit work that has been presented for a degree or diploma at the University or at another university or institution where:

   (a) his or her candidature has been governed by an approved cotutelle agreement; or

   (b) the work is submitted as part of the thesis, and the student has identified those parts of the thesis that have previously been presented for a degree or diploma.

(4) A student whose candidature is governed by an approved cotutelle agreement may submit a thesis written in English or in another language.

(5) A student who undertook his or her candidature in a language department in the Faculty of Arts and Social Sciences may:

   (a) submit a thesis written in English or in the target language determined by the department; or

   (b) where a department has specified by means of a Faculty resolution that it will consider applications to submit a thesis in a language other than English or the target language of the department, submit a thesis in another language approved by the department.

(6) Applications to submit a thesis in a language other than English or the target language of a department must be:

   (a) made by an applicant in writing; and

   (b) considered and determined by the Head of Department and the Dean/Associate Dean (taking into account arrangements for supervision and examination); prior to the commencement of candidature.
4.21 Form of thesis for examination

(1) A candidate must submit his or her thesis for examination in the form required by the Academic Board.

(2) The thesis must be accompanied by a certificate from the coordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory.

(3) The thesis must also be accompanied by an abstract in the form required by the Academic Board.

(4) Subject to this Rule, the student must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for immediate public use.

4.22 Examination procedures

The procedures for examination of candidates for the degree of Doctor of Philosophy will be prescribed by the Academic Board.

4.23 Aegrotat and posthumous awards

Aegrotat and posthumous awards may be made in circumstances involving serious illness or death.

PART 5 HIGHER DOCTORATES

5.1 Meaning of this Part

(1) In this Part:

(a) assessment committee means the committee appointed by the Dean in accordance with clause 5.5.

(b) higher doctorate means any of the following:

(i) Doctor of Agricultural Economics;

(ii) Doctor of Dental Science;

(iii) Doctor of Engineering;

(iv) Doctor of Laws;

(v) Doctor of Letters;

(vi) Doctor of Letters in Education;

(vii) Doctor of Letters in Social Work;

(viii) Doctor of Medicine Medical Science;

(ix) Doctor of Music;

(x) Doctor of Science;
(xi) Doctor of Science in Agriculture;
(xii) Doctor of Science in Architecture;
(xiii) Doctor of Science in Economics;
(xiv) Doctor of Veterinary Science.

(c) published work meets the higher doctorate standard if it is generally recognised by scholars in the relevant field of study as a distinguished contribution to knowledge or creative achievement.

5.2 Award of Higher Doctorates

(1) The Academic Board may, on the recommendation of the relevant Faculty Dean, award a higher doctorate for published work that, in the opinion of the examiners:
   (a) constitutes a distinguished contribution to knowledge or creative achievement; and
   (b) is recognised by scholars in the relevant field as constituting a distinguished contribution to knowledge or creative achievement in that field.

(2) Without limiting sub-clause (1), a published work may be regarded as a distinguished contribution to knowledge if:
   (a) it represents a significant advance in knowledge in the relevant field;
   (b) it has caused, or become a major part of, a significant debate among scholars in the relevant field (including in books and journals); or
   (c) it has caused significant changes in the direction of research or in the practice of recognised scholars in the relevant field.

5.3 Eligibility for admission to candidature

(1) Subject to this clause 5.3, to be eligible for admission to candidature for a higher doctorate, an applicant must:
   (a) hold a degree from the University that was conferred five or more years prior to the application date;
   (b) hold a degree from another university or institution that was conferred five or more years prior to the application date; or
   (c) have qualifications that were conferred five or more years prior to the application date and standing that are determined by the Faculty and by the Graduate Studies Committee of the Academic Board to be equivalent to holding a degree from the University; and
   (d) for the Doctor of Dental Science, hold or have completed all the academic requirements for the award of the Bachelor of Dental Surgery;
   (e) for the Doctor of Medicine, hold or have completed all the academic requirements for the Bachelor of Medicine;
   (f) for the Doctor of Music hold or have completed all the academic requirements for:
      (i) the Bachelor of Music; or
(ii) the Bachelor of Arts including a three year sequence of courses in Music;

(g) for the Doctor of Veterinary Science hold or have completed all the academic requirements for the Bachelor of Veterinary Science.

(2) To be eligible for admission to candidature, an applicant who does not meet the requirements of paragraph (1)(a) must:

(a) have been a full-time member of the academic staff of the University for at least three years (or pro-rata part-time); or

(b) be recognised by the Academic Board, on the recommendation of the Dean, to have been involved in the teaching and research of the University to an equivalent level.

(3) To be eligible for admission to candidature, an applicant for a degree referred to in paragraphs 1(d)-(g) who does not meet the requirements of those paragraphs must be recognised by the Faculty Dean and the Chair of the Graduate Studies Committee of Academic Board to have equivalent academic standing.

5.4 Application for admission to candidature

(1) An application for admission to a higher doctorate must:

(a) state the name of the higher doctorate to which the application relates;

(b) specify the applicant’s academic qualifications; and

(c) describe the applicant’s association with the University.

(2) The application must be accompanied by:

(a) a list of the published works that the candidate proposes to submit for examination;

(b) a description of the themes of the published works; and

(c) where there are a large number of publications whose dates range over a period of time and cover a range of subjects, a statement of how these publications are related to one another and to the theme.

5.5 Preliminary assessment of application for admission

(1) The Dean will appoint a committee to consider and determine, in respect of each application for admission, whether:

(a) the applicant is eligible for admission to candidature;

(b) the published work is in a field appropriate to the nominated degree;

(c) the Faculty is competent to examine the published work at the required level;

and

(d) whether the applicant should be admitted to candidature.

(2) The committee may not determine that the applicant should be admitted to candidature unless the requirements of each of paragraphs (1)(a)-(c) are met.

(3) If the committee determines that the applicant should be admitted to candidature, the committee will recommend to the Dean that he or she recommends to the Academic Board:
(a) that the applicant be admitted to candidature; and
(b) the appointment of at least three named examiners, of whom at least two will be external examiners.

(4) The assessment committee will comprise:
   (a) the Dean;
   (b) the Head of Department/Postgraduate Coordinator most closely associated with the relevant field of work;
   (c) the academic staff member most closely associated with the relevant field of work; and
   (d) other persons appointed by the Dean.

5.6 Admission to candidature

The Academic Board may, on the recommendation of the Dean, admit to candidature for a higher doctorate an applicant who meets the requirements for admission in this Part.

5.7 Enrolment

A successful applicant must enrol as a candidate for the higher doctorate in the first enrolment period following receipt of his or her offer of admission.

5.8 Submission of work for examination

(1) The candidate must submit to the Dean five copies of the published work.
(2) The work submitted must include:
   (a) a description of the theme of the published work;
   (b) a record of original research undertaken by the candidate;
   (c) a statement by the candidate of:
      (i) the sources from which the information in the work was derived;
      (ii) the extent to which the work draws on the work of others; and
      (iii) the portion of the work that the candidate claims as original;
(3) if the work submitted contains research that was carried out conjointly, a statement by the candidate of the extent to which the candidate was responsible for the initiation, conduct or direction of the research; and
(4) if the principal publications, as distinct from any supporting papers, incorporate work previously submitted for a degree or diploma at the University or at any other university or institution, a statement by the candidate of those parts of the publications that have previously been submitted.
(5) A candidate for the Doctor of Letters must submit work that includes at least one substantial work.
(6) A candidate for the Doctor of Music may submit one or more major musical works of the candidate’s own composition.
5.9 Appointment of examiners

(1) The Academic Board will, on the recommendation of the Dean, appoint at least three examiners, of whom at least two will be external examiners.

(2) The Academic Board may appoint examiners in addition to those recommended by the Dean.

5.10 Examination

(1) Each examiner for a candidature must:
   (a) examine the published work; and
   (b) make a separate report on whether, in the examiner’s opinion, the work meets the requirements for higher doctorates set out in clause 5.2.

(2) The assessment committee will consider the examiners reports, having regard to the requirements of clause 5.2, and recommend to the Dean that:
   (a) that the higher doctorate be awarded; or
   (b) that the higher doctorate not be awarded.

(3) After considering the recommendation of the assessment committee, the Dean:
   (a) will provide to the Academic Board:
      (i) the names and qualifications of the examiners; and
      (ii) the substance of the examiners’ reports; and
   (b) will recommend to the Academic Board that:
      (i) the higher doctorate be awarded;
      (ii) the higher doctorate not be awarded; or
      (iii) the Academic Board appoint a further examiner or examiners.

(4) The Academic Board will determine the result of the examination.

5.11 Lodging the published work

If the Academic Board decides to award a higher doctorate to the candidate, the Faculty must lodge with the University Librarian one electronic or bound copy of the published work in the form required by the Academic Board.

PART 6 HIGHER DEGREE BY RESEARCH THESES

6.1 Meaning of this Part

(1) In this Part:
   (a) restricted appendix means a section of a thesis to which public access has been restricted in accordance with clause 6.3.
(b) thesis refers to the complete final thesis, including any corrections or emendations to the satisfaction of the Head of Department Postgraduate Coordinator.

6.2 Lodgement

(1) Subject to this Part, a candidate for a higher degree by research will not be permitted to undertake a program of advanced study and research that is likely to result in the lodgement of a thesis that cannot be made available for public use.

(2) Subject to this Part, all successful candidates for a higher degree must lodge a copy of their final thesis with the University Librarian.

(3) Subject to clause 6.3, 6.5 and 6.6, a thesis lodged with the University Librarian will be made available for use consistently with this Rule and Academic Board policy and procedures.

Note 1: Applicants are required to certify their awareness of this requirement prior to admission to candidature. See paragraphs 2.4(1)(c), 3.4(1)(c) and 4.3(1)(c).

Note 2: Candidates are required to certify their awareness of this requirement at the time their thesis is submitted for examination. See sub-clauses 2.22(4), 3.22(4) and 4.21(4).

(4) Immediately following lodgement, the University Librarian will arrange for a statement of the author’s rights under copyright law to be affixed or appended to the thesis.

6.3 Use of confidential material

(1) If, at any time between application for admission to candidature and the lodgement of the thesis, it appears to the candidate’s supervisors or Head of Department Postgraduate Coordinator that:

(a) successful completion of the candidature will require the use of confidential material; and

(b) the candidate would not be at liberty to fully disclose this confidential material in the thesis;

the matter will be reported as soon as possible to the Faculty Graduate Studies Committee.

(2) The Faculty Graduate Studies Committee may, if it considers it appropriate to do so, recommend to the Chair of the Graduate Studies Committee of the Academic Board that the candidate be granted:

(a) permission to include in an appendix to the thesis any material that is essential to the thesis but which, for a limited period, may not be available for public inspection;

(b) permission to restrict access to the whole thesis for a limited period, with a redacted version of the thesis available for public inspection; or

(c) exemption, in respect of the appendix, from the requirement to give the undertaking prescribed by sub-clauses 2.22(4), 3.22(4) and 4.21(4).

(3) If, after considering the recommendation of the Faculty Graduate Studies Committee, the Chair of the Graduate Studies Committee of the Academic Board...
decides to give the permission and exemption referred to in sub-clause (2), the University Librarian will restrict public access to the appendix for a period specified by the Chair of the Graduate Studies Committee of the Academic Board.

(4) Other than in exceptional circumstances, any period of restriction to a restricted appendix will not exceed five years.

6.4 Access to confidential material in a restricted appendix

(1) The University Librarian may grant access by a scholar to a restricted appendix, provided that the scholar:
   (a) demonstrates genuine concern with the material in the appendix; and
   (b) has the written consent of either:
       (i) the author of the thesis; or
       (ii) the Head of Department Postgraduate Coordinator.

(2) The Head of Department Postgraduate Coordinator may not consent to access by a scholar to a restricted appendix unless:
   (a) all reasonable steps have been taken to contact the author; and
   (b) the author cannot be contacted.

6.5 Restricted access to protect intellectual property

(1) Where:
   (a) the subject of an applicant or candidate’s higher degree thesis is work conducted collaboratively with industry; and
   (b) there is a reasonable basis for concern that intellectual property contained in the thesis will be improperly exploited by others;

   the Dean may recommend to the Chair of the Graduate Studies Committee of the Academic Board that access to the thesis be restricted for a limited period of time.

(2) After considering the Dean’s recommendation, the Chair of the Graduate Studies Committee may determine that access to the thesis should be restricted for a limited period of time.

(3) Other than in exceptional circumstances, any period of restricted access to the thesis will not exceed 18 months from the date of the award of the degree.

6.6 Restricted access to protect the interests of the author

(1) If, at any time between application for admission to candidature and the lodgement of the thesis, it appears to the candidate that there is a reasonable basis for believing that his or her interests would be at risk if the thesis were made immediately available to the public, the candidate may apply in writing to the Associate Dean for access to the thesis to be restricted for a limited period of time.

(2) The candidate’s application to the Associate Dean should:
   (a) clearly set out the reasons for the application;
(b) clearly state the length of the requested restriction on access; and
(c) include supporting evidence, as appropriate.

(3) If, after considering the candidate’s application, the Associate Dean is satisfied that restricting access to the thesis is necessary to protect the candidate’s interests, the Associate Dean may:
(a) restrict access to the thesis for a period not exceeding six months from the date of the award of the degree; or
(b) recommend to the Chair of the Graduate Studies Committee of the Academic Board that:
   (i) a longer period of restriction; or
   (ii) an extension of an earlier period of restriction;
    be approved.

(4) The Chair of the Graduate Studies Committee may determine to restrict access to the thesis for a limited period of time.

(5) Other than in exceptional circumstances, any period of restricted access to the thesis will not exceed 18 months from the date of the award of the degree.

6.7 Right of examiners to access

(1) Notwithstanding any other clause in this Rule, the thesis and any restricted appendix will be available to the examiners of the thesis, including:
   (a) any Faculty committee or board of postgraduate studies; and
   (b) any committee of the Academic Board;
for the purposes of examination or re-examination.

PART 7 ENGLISH LANGUAGE REQUIREMENTS

7.1 All applicants whose first language is not English

(1) All applicants whose first language is not English must meet the University’s English language requirements to be eligible for admission to a higher degree by research course.

(2) Subject to this Part, any applicant for admission to a higher degree by research course whose first language is not English, must have:
   (a) in the five years prior to their application, successfully completed tertiary studies in which the language of the institution, instruction, examination and assessment was English; or
   (b) in the two years prior to their application, successfully completed an appropriate course at the University’s Centre for English Teaching, with results at a standard required for the award course that the applicant is applying for; or
   (c) in the two years prior to their application, achieved:
(i) an IELTS overall band score of 6.5 with a minimum of 6.0 in each band; or
(ii) a paper based TOEFL score of 577 plus a Test of Written English (TWE) score of 4.5; or
(iii) an internet based TOEFL (IBT) score of 90 plus a minimum score of 23 for Writing and 22 for Reading, Speaking and Listening; or
(iv) a Pearson Test of English (Academic) (PTE) score of 61; or
(v) a Cambridge English: Advanced (CAE) score of 58.

(3) An applicant for admission to a higher degree by research course in a Faculty that has, with the approval of the Academic Board, set English language requirements above the minimum requirements set out in paragraph (2) must meet the Faculty's requirements.

7.2 Exemption from English language requirements in certain circumstances

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

(a) the applicant has an IELTS score and:
   (i) the overall or average band score is no more than 0.5 below the overall or average band score otherwise required by this Rule; and
   (ii) any individual band score is no more than 1.0 below the individual band score otherwise required by this Rule; or
(b) the applicant has a score on another test permitted by this Rule and the applicant's score was no more than a corresponding amount below the score otherwise required by this Rule; and
(c) the Dean is satisfied that the applicant has enough competence in written and spoken English to complete the course successfully.

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

(3) In considering whether an applicant has enough competence in written and spoken English to complete the course successfully, the Dean:

(a) must take into account any advice of the Head of Department Postgraduate Coordinator; and
(b) may consider any other relevant matter, including:
   (i) the applicant's ability to communicate in an academic environment;
   (ii) whether the applicant has been known to the Faculty for at least two years;
   (iii) whether the candidature is to be governed by an approved cotutelle agreement;
   (iv) any appropriate work experience that the applicant has had in an English language environment; and
   (v) any oral discussions between Faculty members and the applicant.
(4) The Dean must record in writing on the student file any grant of exemption from English language requirements, including:

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

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

PART 8 UNDERTAKING COURSEWORK UNITS OF STUDY

8.1 Enrolment in and assessment of coursework units of study

A higher degree by research student who is enrolled in a coursework unit of study will be subject to the provisions of Part 12 and Part 14 of the Coursework Policy 2014, including in respect of enrolment and assessment.

PART 9 SPECIAL CONSIDERATION

9.1 Coursework units of study

(1) A higher degree by research student who is enrolled in a coursework unit of study will be subject to the provisions of the Coursework Policy 2014 in respect of special consideration due to illness or misadventure.

9.2 Progress and examination

(1) Special consideration is not available for illness or misadventure in:

(a) the assessment of a student’s progress in a progress review; or

(b) the examination process.

(2) A student required to show cause may request special consideration for illness, misadventure or exceptional circumstances outside of their control.

9.3 Variation of candidature

(1) A student may request special consideration due to illness, misadventure or circumstances outside of their control when seeking to vary candidature, including in respect of requests for:

(a) suspension;

(b) a change from full-time to part-time enrolment (or vice-versa);

(c) extension of the latest date to submit for examination.
PART 10 MISCELLANEOUS

10.1 Rules, resolutions and policies that cease to have effect

(1) The following rules, resolutions and policies, as amended and in force immediately before the commencement of this Rule, cease to have effect to the extent set out in the table below:

(a) University of Sydney (Doctor of Philosophy (PhD)) Rule 2004
(b) University of Sydney (Amendment Act) Rule 2000:
   (i) Part 9: Division 10 and Division 11
   (ii) Part 10: Division 3 and Division 5

NOTES

University of Sydney (Higher Degree by Research) Rule 2011
Date adopted: 21 March 2011
Date commenced: 25 March 2011
Related documents:
   Coursework Policy 2014
   Essential Resource for Postgraduate Students Policy 20122016
   Progress Planning and Review for Higher Degrees by Research Students Policy 2015
   Supervision of Higher Degree by Research Students Policy 2013
   Thesis and Examination of Higher Degree by Research Policy 2015
   Progress Planning and Review for Higher Degree by Research Students Procedures 2015
   Thesis and Examination of Higher Degree by Research Procedures 2015

AMENDMENT HISTORY

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RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the amendment of the Progress Planning and Review of Higher Degree by Research Students Policy 2015 and the Progress Planning and Review of Higher Degree by Research Students Procedures 2015, as presented; and
(2) adopt the amended Policy and Procedures, with effect from 23 October 2017.

EXECUTIVE SUMMARY

There are consequential amendments to the Progress Planning and Review of Higher Degree by Research Students Policy 2015 (Attachment 1) and the Progress Planning and Review of Higher Degree by Research Students Procedures 2015 (Attachment 2) arising from the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and organisational design changes that the Graduate Studies Committee is asked to endorse.

BACKGROUND / CONTEXT

The currently registered versions of the Progress Planning and Review of Higher Degree by Research Students Policy 2015 and the Progress Planning and Review of Higher Degree by Research Students Procedures 2015 do not align with the delegations in the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016. The proposed amendments in Attachment 1 and Attachment 2 will ensure that roles and responsibilities in the policy and procedures align with the relevant delegations.

ATTACHMENTS

Attachment 1 – Draft amendments to Progress Planning and Review of Higher Degree by Research Students Policy 2015

Attachment 2 – Draft amendments to Progress Planning and Review of Higher Degree by Research Students Procedures 2015
PROGRESS PLANNING AND REVIEW FOR HIGHER DEGREE BY RESEARCH STUDENTS POLICY 2015

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

Dated: 2 December 2015
Last amended: 1 May 2017, commencing 23 May 2017

Signature: Chair, Academic Board

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PART 1 PRELIMINARY

1 Name of policy

This is the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

2 Commencement

This policy commences on 1 January 2016.

3 Policy is binding

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

4 Statement of intent

(1) The University aspires for all higher degree by research students to have a quality research training experience and to produce research of the highest calibre. This includes the development of skills and knowledge necessary to be a successful researcher in the chosen discipline and the timely completion and successful examination of their research projects and theses.

(2) The University will partner with students to plan their progression throughout their candidature and set clear expectations of satisfactory progress. The University will provide appropriate institutional support and resources, regular reviewing, including a written submission and meeting, and support students to maintain research integrity and quality.

(3) This policy details the elements of the higher degree by research progress planning and review process. It should be read in conjunction with the University of Sydney (Higher Degree by Research) Rule 2011 (‘the Rule’), the Delegations of Authority – Academic Functions, University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and the Progress Planning and Review for Higher Degree by Research Students Procedures 2015 (‘the Procedures’).

(4) This policy supports the conduct of research training in a safe manner which is conducive to student wellbeing.

5 Application

(1) Except to the extent that a contrary intention is expressed, this policy applies to higher degree by research students, staff and affiliates.

Note: See clause 20 for transitional provisions.

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

(1) In this policy:

**activity** means a specific requirement in a student’s candidature that contributes to the completion of a milestone.

**Associate Dean** means the Associate Dean responsible for overseeing higher degrees by research in the relevant faculty.

**Dean** means the Dean of the relevant faculty, or Head of School and Dean of the relevant University school.

**Coordinating supervisor** means the supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.

**degree** means the relevant higher degree by research.

**department** means the academic unit responsible for a student’s higher degree by research candidature. It may be called a department, discipline or school within the University.

**disability support academic plan** means the statement of support and adjustments for educational needs provided for students registered with the Disability Support service of the University.

**faculty** means a faculty or University school, and refers to the student’s faculty or University school of enrolment.

**head of department** means the head of the relevant department.

**higher degree by research** means a doctorate by research or masters by research, as defined in the Rule.

**milestone** means a significant event in a student’s candidature that is useful in monitoring and guiding the student’s progress to successful completion. Milestones may comprise a number of activities.

**postgraduate coordinator** means the postgraduate coordinator for the relevant department, academic staff member with overall responsibility for the planning and coordination of postgraduate research studies within a faculty, school or University School.

**progress** means the student’s progress against the requirements specified in subclause 13(1).

**progress plan** means a progress plan developed in accordance with Part 2.

**progress review** means a progress review conducted in accordance with Part 3.
**research period** means a research period set by the University and published on its website.

*Note:* Research periods are published at: [http://sydney.edu.au/study/study-dates.html](http://sydney.edu.au/study/study-dates.html)

**Review Panel** means a panel established to conduct a progress review in accordance with clause 11.

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

**school** means the academic unit responsible for a student’s higher degree by research candidature. It may be called a discipline within the University.

**student** means a person who is currently admitted to candidature in a higher degree by research award course of the University.

**supervisor** means a person appointed to discharge the responsibilities set out in the *Supervision of Higher Degree by Research Students Policy 2013*, including research supervisors, coordinating supervisors and auxiliary supervisors.

**supplementary progress review** means a progress review conducted in accordance with clause 17.

---

**PART 2 PROGRESS PLANNING**

### 7 Progress plans

1. Students and supervisors must begin progress planning at an early stage in each student’s higher degree by research candidature.

2. All students must have a progress plan within three months from the date of commencement of candidature, or within six months for part-time students.

3. The purpose of a progress plan is to align and manage student, University and faculty expectations about what is required to achieve the award of the degree.

4. A student’s progress plan must include all activities and milestones required to achieve the award of the degree, including:
   - (a) formulation and approval of research proposal;
   - (b) formulation and approval of research projects;
   - (c) thesis development and examination;
   - (d) research training activities;
   - (e) coursework requirements;
   - (f) compliance and risk management activities.

*Note:* See Part 4 for information on activities and milestones.
8 Creating progress plans

(1) Students are responsible for creating their progress plan, based on current University templates, with the participation and support of their coordinating supervisor.

(2) Progress plans must be:
   (a) endorsed by the student’s coordinating supervisor; and
   (b) approved by the head of department or postgraduate coordinator; and
   (c) for students with disabilities, compliant with the needs identified on the Disability Services Academic Plan.

Note: Progress plan templates are available on the University’s website at: myuni.sydney.edu.au.

9 Maintaining and varying progress plans

(1) Students are responsible for maintaining their progress plan, and for identifying any variations required, with the participation and support of their coordinating supervisor.

(2) Students must review their progress plan, in consultation with their coordinating supervisor, at least twice per year, with at least one review being conducted as part of the student’s preparation for a progress review.

(3) A variation to a progress plan may be required for many reasons, including:
   (a) where a student:
      (i) changes attendance mode;
      (ii) requests a leave of absence or suspends candidature;
      (iii) transfers to another course or program;
      (iv) achieves a milestone;
      (v) fails to achieve or is delayed in achieving a milestone;
      (vi) submits a request for an extension of candidature;
      (vii) has encountered unanticipated barriers to progress; or
   (b) where it becomes clear that the student’s research project needs improvement or is not viable, or

(4) Changes in a student’s health or disability state require different project approaches and support.

(5) Variations to progress plans may be material or non-material.

(6) Material variations are variations that:
   (a) extend the date for achievement of a University, faculty or department milestone by more than three months from the original date;
   (b) require a change to the thesis submission date to:
      (i) a new research period; or
      (ii) a date that is beyond the latest date for submission, as defined in sections 2.20, 3.20 and 4.19 of the Rule;
(c) substantially change the nature of the research.

Note: Sections 2.20, 3.20 and 4.19 of the Rule authorise a Dean or Associate Dean to permit a student to submit his or her thesis after a period of time greater than the maximum periods specified in that clause.

(7) Material variations to progress plans must be:
(a) endorsed by the student’s coordinating supervisor; and
(b) approved by the head of department or postgraduate coordinator.

(8) Students should discuss non-material variations to progress plans with their coordinating supervisor.

PART 3 PROGRESS REVIEW

10 Progress reviews

(1) Progress reviews (including supplementary progress reviews) must be conducted in accordance with this policy and the procedures.

(2) The purpose of a progress review is to:
(a) assess whether the student has adequate support and resources to complete his or her research project and thesis in accordance with the progress plan;
(b) assess whether the current supervisory arrangements are satisfactory;
(c) assess the feasibility of the progress plan; and
(d) assess and rate the student’s progress.

(3) A copy of the student’s progress plan will be provided to all parties involved in the progress review.

(4) A progress review must be conducted for each student as required by the head of department or postgraduate coordinator and at least once per year.

(5) Students re-enrolling for a period of more than six months as a result of a requirement to revise and resubmit in a previous thesis examination, must participate in a progress review between three and six months from the date of re-enrolment.

(6) Progress reviews should be supported by continuous evaluation of progress and regular meetings between students and supervisors.

11 Review Panel

(1) The head of department or postgraduate coordinator must appoint two or more academic staff members to form a review panel for each student’s review, and nominate one of the panel members to act as chair.

(2) Each Review Panel member must have one or more of:
(a) relevant disciplinary expertise;
(b) experience in supervising and managing higher degree by research candidatures; or
(c) other relevant specialist knowledge.
(3) In appointing members of a Review Panel, the head of department or postgraduate coordinator:

(a) may appoint from outside the department or faculty;
(b) must not appoint any of a student’s supervisors; and
(c) must consider and manage any actual, potential or perceived conflicts of interests.

Note 6: For information on evaluating and managing conflicts of interest, see the External Interests Policy 2010.

12 Progress review meetings

(1) Students must participate in a progress review meeting as required by the head of department or postgraduate coordinator and at least once per year.

(2) Students may be accompanied at the progress review meeting by a support person, such as a colleague, friend, family member or student representative.

(3) Progress review meetings will be conducted by the Review Panel.

(4) The Review Panel:

(a) may invite any or all of the student’s supervisors to attend part of the progress review meeting;
(b) must discuss the progress plan, and any required variations to the progress plan, with the student and (when in attendance) his or her supervisors; and
(c) must provide the student with an opportunity to speak to the Review Panel without any of the student’s supervisors present.

13 Progress review outcomes

(1) The student’s progress will be measured against:

(a) University, faculty, department school and student milestones and activities that are within the student’s control;
(b) action items identified in the student’s previous progress reviews; and
(c) compliance with student responsibilities set out in relevant University policies and procedures.

(2) Students must meet the requirements specified in subclause 13(1) to the required standard or quality.

(3) The progress review ratings are:

(a) meets or exceeds objectives;
(b) marginal progress;
(c) unsatisfactory progress.

(4) The Review Panel must prepare a written report for the head of department or postgraduate coordinator:

(a) giving its assessment of the feasibility of the progress plan;
(b) setting out any required variations to the progress plan;
(c) identifying any actions to be taken as a result of the progress review, and who will be responsible for them;
(d) recommending whether a supplementary progress review is required;
(e) indicating, where relevant, whether the student’s scholarship is at risk, and the time frame for any potential termination of scholarship; and
(f) recommending a progress review rating based upon its assessment of the student’s progress.

(5) The Review Panel may prepare a report and recommend a progress review rating in the student’s absence, if:
(a) the student fails to attend the progress review meeting without notice or good cause; or
(b) the student is unable to attend and the Review Panel forms the reasonable view that the progress review meeting can properly be conducted in the student’s absence.

(6) The student will have an opportunity to respond to the Review Panel’s report.

(7) The head of department or postgraduate coordinator must:
(a) determine a progress review rating, taking into account:
   (i) the recommendation of the Review Panel;
   (ii) the student’s response; and
   (iii) any exceptional circumstances related to the candidature and beyond the reasonable control of the student;
(b) specify any actions to be taken as a result of the progress review, including who will be responsible for them and timeframes for their completion;
(c) state whether the proposed supervision arrangements are satisfactory;
(d) determine whether a supplementary progress review is required; and
(e) monitor the implementation of any action items for the department(school, faculty or University identified by the Review Panel. Such items should be completed within three months of the date of the progress review.

14 ‘Meets or exceeds objectives’

(1) A rating of ‘meets or exceeds objectives’ means that the student’s progress since the last progress review, or since commencement of candidature, has been satisfactory or exceeded expectations.
(2) To achieve a rating of ‘meets or exceeds expectations’ the student must:
(a) have satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review;
(b) for a first progress review, have submitted a major piece of writing for similarity checking; and
(a) be expected to submit the thesis for examination on time, or in a timely fashion, allowing for any previous delays.
15  ‘Marginal progress’

(1) A rating of ‘marginal progress’ indicates that:
   (a) the student has not satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review;
   (b) there is some risk that the student’s thesis will not be submitted for examination on time, or in a timely fashion, allowing for any previous delays; or
   (c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy.


(2) If a student receives a rating of ‘marginal progress’, the head of department or postgraduate coordinator:
   (a) must specify a set of required actions and due dates; and
   (b) must set a date for a supplementary progress review; and
   (c) may:
      (i) refer the Review Panel’s report to the postgraduate coordinator or Associate Dean; and
      (ii) take such other action as they consider appropriate, consistent with the Rule and this policy.

(3) A rating of ‘marginal progress’ will be considered satisfactory for the purposes of a student’s scholarship, where the terms and conditions of the scholarship are under the University’s control.

(4) A rating of ‘marginal progress’ cannot be used as a trigger for the requirement for a student to show good cause why he or she should be permitted to continue the candidature.

(5) If a student is required to meet a required set of actions and due dates, the coordinating supervisor is responsible for overseeing their completion.

16  ‘Unsatisfactory progress’

(1) A rating of ‘unsatisfactory progress’ indicates that:
   (a) the student has not satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review; or
   (b) there is a significant risk that the thesis:
      (i) will not be submitted for examination on time, or in a timely fashion, allowing for any previous delays; or
      (ii) will not be completed at all; or
   (c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy.

(2) If a student receives a rating of ‘unsatisfactory progress’, the head of department or postgraduate coordinator:

(a) must, except where the student is asked to show good cause:
   (i) specify a set of required actions and due dates;
   (ii) set a date for a supplementary progress review;
   (iii) refer the Review Panel’s report to the postgraduate coordinator or Associate Dean; and
   (iv) take such other action as they consider appropriate, consistent with the Rule and this policy.

(b) may:
   (i) where relevant, recommend to the University that the student’s research scholarship be terminated;
   (ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(3) In determining what action to take in accordance with subclause (2), the head of department or postgraduate coordinator will take into account:

(a) any injury, illness or misadventure experienced by the student that has had an impact on progress since the last progress review;
(b) any difficulties caused by, or fault on the part of, the University; and
(c) any exceptional circumstances related to the candidature and beyond the reasonable control of the student.

(4) If a student receives a rating of ‘unsatisfactory progress’ at two consecutive progress reviews, the head of department or postgraduate coordinator must recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(5) If a student must meet a required set of actions and due dates, the coordinating supervisor is responsible for overseeing their completion.

17 Supplementary progress reviews

(1) If the head of department or postgraduate coordinator requires a student to undertake a supplementary progress review, that supplementary progress review:

(a) should take place in one of the scheduled review cycles;
(b) must take place no sooner than two months and no later than six months from the date of the previous review; and
(c) must be conducted in accordance with this policy.

(2) Subject to sub-clause (3), if a student receives a rating of ‘marginal progress’ at a supplementary progress review, clause 15 of this policy will apply.

(3) If after two consecutive supplementary progress reviews the student fails to achieve a rating of ‘meets or exceeds expectations’, the student must receive a
rating of ‘unsatisfactory progress’ for the second supplementary progress review, and clause 16 of this policy will apply.

PART 4 MILESTONES AND ACTIVITIES

18 Milestones and activities

(1) There are three types of milestones and activities:
   (a) University;
   (b) faculty and department school;
   (c) student.

(2) University milestones and activities are:
   (a) set out in Schedule 1 of this policy;
   (b) mandatory (including the items listed in bullet-points); and
   (c) common for all candidates.

(3) Faculty and department school milestones and activities:
   (a) are additional to University milestones and activities;
   (b) are mandatory specialist requirements specific to the faculty or department school;
   (c) are common for all candidates in the faculty or department;
   (d) may include department school specific activities required to achieve University milestones; and
   (e) must be approved by the UE Research Education Committee.

(4) Student milestones and activities are:
   (a) specific to the student’s candidature;
   (b) set in consultation with the student, and endorsed by the coordinating supervisor.

(5) Progress plans must include at least one faculty or department school milestone between the University milestones ‘Confirmation’ and ‘Intent to Submit’.

19 Rescissions and replacements

This document replaces the Progress Review of Higher Degree by Research Students Guidelines, which commenced on 21 August 2014, which is rescinded as from the date of commencement of this document.

20 Transitional provisions

Rescinded
# SCHEDULE 1: UNIVERSITY MILESTONES AND ACTIVITIES

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Time frame</th>
<th>Research Project &amp; Thesis</th>
<th>Research Training</th>
<th>Compliance</th>
<th>Outcome Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary appraisal</td>
<td>6 months</td>
<td>• Review research idea.</td>
<td>• Complete training needs analysis.</td>
<td>• Complete Responsible Research Practice module.</td>
<td>• Have all relevant action items been identified and included in the progress plan?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draft research plan.</td>
<td>• Schedule relevant training activities.</td>
<td>• Complete induction(s).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draft data management plan.</td>
<td>• Review communication skills (especially writing).</td>
<td>• Identify any need for ethics approval.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify subsequent actions in progress plan.</td>
<td>• Conduct intellectual property review, and consider need for IP agreements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Complete Responsible Research Practice module.</td>
<td>• Conduct autonomous sanctions check.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Complete induction(s).</td>
<td>• Consider potential for restricted information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify any need for ethics approval.</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>• Conduction intellectual property review, and consider need for IP agreements.</td>
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<td></td>
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<td></td>
<td>• Conduct autonomous sanctions check.</td>
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<tr>
<td></td>
<td></td>
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<td>• Consider potential for restricted information.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Have all relevant action items been identified and included in the progress plan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHS [Activity, within Preliminary Proposal Milestone]</td>
<td>2 months</td>
<td></td>
<td>• Complete WHS training</td>
<td></td>
<td>WHS training completed.</td>
</tr>
<tr>
<td>Confirmation</td>
<td>12 months</td>
<td>• Finalise research proposal/plan.</td>
<td>• Ensure student has adequate written English to write thesis, or that measures are in place to assist the student to meet this requirement within a specified timeframe.</td>
<td>• Confirm ethics plan and commence ethics application process (where relevant).</td>
<td>Is the research project feasible? If not, consider next steps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Finalise data management plan.</td>
<td>• Submit a substantial piece of written work (e.g. proposal or literature review) for similarity checking, and discuss outcome with supervisor</td>
<td>• Ensure autonomous sanctions check completed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conduct resources review, including information technology, hardware, software, space, funding, supervision.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milestone</td>
<td>Time frame</td>
<td>Research Project &amp; Thesis</td>
<td>Research Training</td>
<td>Compliance</td>
<td>Outcome Checklist</td>
</tr>
<tr>
<td>----------------------------------</td>
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<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Finalise                         | 12 months                   | • Agree a final research proposal                                                         |                                                                                  |                                                                            | • Is the research proposal feasible?  
• Is the research proposal agreed by all parties? |
| Intent to submit                 | 3 months from projected submission | • Check thesis draft.  
• Student to provide input on potential examiners. |                                                                                  |                                                                            | • Will the thesis be ready for examination?  
• If no, does the progress plan need to be updated and an extension sought? |
| Submit for examination           | Submission date             | • Coordinating supervisor confirms thesis is in a form suitable for examination.  
• Faculty decides to proceed with examination. |                                                                                  |                                                                            | • Is the thesis examinable?  
• If yes, have examiners been appointed? |
| Examination                      | Complete within 4 months of submission | • Determine outcome of examination.                                                      |                                                                                  |                                                                            | • Does the thesis satisfy the requirements for award?  
• If yes, are there any conditions that must be satisfied?  
• If no, can the student revise and resubmit? |
| Award                            | Within 4 months of award notification | • Complete requirements for award, including emendations.  
• Lodge final version of thesis. |                                                                                  |                                                                            | • Can the degree be conferred? |
| Confer degree                    |                             |                                                                                          |                                                                                  |                                                                            |                                                                                  |
NOTES

Progress Planning and Review for Higher Degree by Research Students Policy 2016

Date adopted: 2 December 2015
Date registered: 11 December 2015
Date commenced: 1 January 2016
Date amended: 17 August 2016, commencing 19 September 2016
27 October 2016 (administrative amendment only)
1 May 2017, commencing 23 May 2017

Administrator: Director, Graduate Research
Review date: 1 January 2021

Rescinded documents:
Progress Review of Higher Degree by Research Students Guidelines

Related documents:
University of Sydney (Higher Degree by Research) Rule 2011
Essential Resources for Postgraduate Research Students Policy 2016
Research Data Management Policy 2014
Research Data Management Procedures 2015
Supervision of Higher Degree by Research Students Policy 2013
Thesis and Examination of Higher Degree by Research Policy 2015
Thesis and Examination of Higher Degree by Research Procedures 2015
Academic Honesty Procedures 2016

AMENDMENT HISTORY

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<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
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</thead>
<tbody>
<tr>
<td>15(1)(c), 16(1)(c)</td>
<td>Subclause and note added</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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<td>------------</td>
</tr>
<tr>
<td>15(2)(c)(ii), 16(2)(a)(iv)</td>
<td>Minor amendment</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>Notes</td>
<td>Change to Administrator of document</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>9(5)(b)(2) and related Note</td>
<td>Addition of other relevant clause references (administrative amendment)</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>18(3)(e)</td>
<td>References to Senior Executive Group Research Training Committee changed to University Executive Research Education Committee</td>
<td>27 October 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Hyperlinks to policy documents added</td>
<td>27 October 2016</td>
</tr>
<tr>
<td>4(3)</td>
<td>New clause referencing health, safety and wellbeing</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>5(3)</td>
<td>Definitions updated (administrative amendments)</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>7(2)</td>
<td>Note deleted</td>
<td>23 May 2017</td>
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<tr>
<td>8(2)</td>
<td>Insertion of new clause at (c) referencing disability action plan</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>9(4)</td>
<td>Wording changed to reference disability and health</td>
<td>23 May 2017</td>
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<tr>
<td>9(6)</td>
<td>Terminology change (administrative amendment)</td>
<td>23 May 2017</td>
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<tr>
<td>14(2)</td>
<td>New clause added at (b) specifying similarity checking of an item of student written work</td>
<td>23 May 2017</td>
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<tr>
<td>20</td>
<td>Rescinded</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>Schedule 1</td>
<td>Insertion of new requirement for confirmation by 12 months of candidature</td>
<td>23 May 2017</td>
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</table>

4(3); 6; 8(2)(b); 9(5); 9(6); 10(4); 11(1); 11(3); 12(1); 13(4); 13(7); 14(2); 15(2); 15(2)(c)(i); 16(2); 16(2)(a)(iii)

Amendments to align with *University of Sydney (Delegations of Authority – Academic Functions) Rule 2016*
<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
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<tr>
<td>16(3); 16(4); 17(1)</td>
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<tr>
<td>6: 9(5)(a); 13(10(a); 13(7)(e); 18(1); 18(3); 18(3)(b)-(d); 13(5)</td>
<td>Amendments to align with organisational design changes</td>
<td></td>
</tr>
</tbody>
</table>
1 Purpose and application

(1) These procedures are to give effect to the Progress Planning and Review for Higher Degree by Research Students Policy ("the policy").

(2) Except to the extent that a contrary intention is expressed, these procedures apply to higher degree by research students, staff and affiliates.

2 Commencement

These procedures commence on 1 January 2016.

3 Interpretation

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

4 Progress plan management

(1) All students must submit:

(a) their approved progress plan:

   (i) within six months from the date of commencement of their candidature;

   (ii) within one month from the date of re-enrolment, where re-enrolling as a result of a requirement to revise and resubmit in a previous thesis examination; and

(b) any material variations to their approved progress plan, within one month from the date of the variation.

(2) Progress plans must be stored on the student file.
5 Progress reviews

(1) Prior to each progress review, students must:
   (a) ensure that their progress plan is up to date;
   (b) complete all scheduled compliance activities, including work health and safety and research integrity requirements;

   (c) comply with the requirement for a research data management plan; and

   **Note:** See Research Data Management Policy 2014, Research Data Management Procedures 2015, and any faculty local provisions relating to research data management.
   (d) provide a written submission in a form determined by the University ("the progress review form").

(2) Students must provide their progress review form no less than 10 working days prior to the progress review meeting.

(3) Coordinating supervisors must comment on the progress review form no less than five working days prior to the progress review meeting.

(4) In their progress review form, students should:
   (a) describe their progress, with reference to milestones and any action items, since their last progress review;
   (b) describe milestones for the period up to the next progress review or completion of candidature;
   (c) assess the effectiveness of their supervisory arrangements;
   (d) identify whether they require any additional training or development;
   (e) outline any challenges to progress, including any technical, academic, infrastructure or resourcing difficulties; and
   (f) detail any issues that have adversely impacted on progress.

(5) During the progress review, Review Panel members, students and supervisors will consider:
   (a) the student’s current and, where relevant, previous progress review forms;
   (b) where relevant, the written record of the outcome of the student’s last progress review; and
   (c) any other relevant information provided by the student.

6 Progress review meetings

(1) Where possible, progress review meetings will be conducted in person.

(2) Where a student is unable to attend a meeting in person, the Review Panel will make reasonable arrangements to facilitate the student’s participation, including:
   (a) video conferencing or telephone;
   (b) rescheduling the meeting to a date within 10 working days of the original date for the meeting, or within such reasonable extended time as the Chair of the Review Panel approves, in his or her absolute discretion.
The Review Panel will prepare its written report to the head of department or postgraduate coordinator within:

(a) five working days from the date of the meeting; or
(b) where the student is unable to attend the meeting, five working days from the original date for the meeting; or
(c) such extended time as the head of department or postgraduate coordinator approves.

Note: The Review Panel may prepare a report and recommend a progress review rating in the student’s absence, in certain circumstances. See clause 13(5) of the policy.

Progress review interview discussions should be constructive, and aimed at identifying pathways to successful completion of candidature.

The Chair of the Review Panel may suspend a progress review meeting where he or she forms the view that:

(a) an issue or concern raised during the meeting should be referred to another University process; and
(b) it would be inappropriate to rate the student’s progress until the issue or concern has been addressed.

Note: Students are encouraged to take the initiative in raising problems or difficulties and seeking solutions to them as soon as possible. Problems may be raised during the progress review process or at any other time. See paragraph 15(6)(a) of the Supervision of Higher Degree by Research Students Policy 2013.

7 Progress review outcomes

(1) Students will have ten working days from receipt of the Review Panel’s report to:

(a) respond to the report;
(b) raise any issues concerning the conduct of the progress review meeting.

(2) Taking into account the Review Panel’s report and any response from the student, the head of department or postgraduate coordinator will prepare a written record of the outcome of a progress review:

(a) stating the progress review rating;
(b) specifying any actions to be taken as a result of the progress review, including who will be responsible for them and timeframes for their completion;
(c) stating whether the proposed supervision arrangements are satisfactory and, where appropriate, advising the student on any recommended changes;
(d) stating whether a supplementary review is required and, if so, the date of the supplementary progress review; and
(e) listing any action items for the departmentschool, faculty, University school or University, to be completed within three months of the date of the progress review.

(3) The final progress review report must be:

(a) made available to the student and the supervisors; and
(b) stored on the student file.
8  Suspension of candidature

(1) Students may, but are not required to, maintain and vary their progress plan during periods of suspension.

(2) Students returning from a suspension of candidature are required to review their progress plan within one month of return.

Note: See University Recordkeeping Policy and Recordkeeping Manual.
NOTES

Progress Planning and Review for Higher Degree by Research Students Procedures 2015

Date adopted: 2 December 2015

Date registered:

Date commenced: 1 January 2016

Date amended:

Administrator: Deputy Vice-Chancellor (Education)

Review date: 1 January 2021

Related documents:

- University of Sydney (Higher Degree by Research) Rule 2011
- Progress Planning and Review for Higher Degree by Research Students Policy 2015
- Essential Resources for Postgraduate Research Students Policy 2014
- Supervision of Higher Degree by Research Students Policy 2013
- Thesis and Examination of Higher Degree by Research Policy 2015
- Thesis and Examination of Higher Degree by Research Procedures 2015

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
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<tbody>
<tr>
<td>6(3); 6(3)(c); 7(2)</td>
<td>Consequential amendments arising from University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</td>
<td></td>
</tr>
<tr>
<td>7(2)(e)</td>
<td>Consequential amendments arising from organisational design changes</td>
<td></td>
</tr>
<tr>
<td>Related documents</td>
<td>Amend date of Essential Resources for Postgraduate Research Students Policy from 2012 to 2016</td>
<td></td>
</tr>
</tbody>
</table>
Amendments to the Supervision of Higher Degree by Research Students Policy 2013

Purpose
To seek the Graduate Studies Committee’s recommendation that the Academic Board endorse the amendments to the Supervision of Higher Degree by Research Students Policy 2013.

RECOMMENDATION
That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the amendment of the Supervision of Higher Degree by Research Students Policy 2013, as presented; and
(2) adopt the amended Policy, with effect from 23 October 2017.

EXECUTIVE SUMMARY
There are consequential amendments to the Supervision of Higher Degree by Research Students Policy 2013 (Attachment 1) arising from the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and organisational design changes that the Graduate Studies Committee is asked to endorse.

BACKGROUND / CONTEXT
The currently registered iteration of the Supervision of Higher Degree by Research Students Policy 2013 does not align with the delegations in the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016. The proposed amendments in Attachment 1 will ensure that roles and responsibilities in the policy align with the relevant delegations.

ATTACHMENTS
Attachment 1 – Draft amendments to Supervision of Higher Degree by Research Students Policy 2013
SUPERVISION OF HIGHER DEGREE BY RESEARCH STUDENTS POLICY 2013

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

Dated: 22 February 2013

Last amended: 5 June 2017 (administrative amendment only)

Signature:

Position: Chair, Academic Board

CONTENTS

1 Name of policy

This is the Supervision of Higher Degree by Research Students Policy 2013.

2 Commencement

This policy commences on 22 February 2013

3 Policy is binding

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

This policy:

(a) ensures that higher degree by research students are supported to produce research of the highest national and international quality;

(b) enables students involved in a higher degree by research to be part of an intellectually stimulating academic environment and receive effective supervision during their studies;

(c) provides for a positive and proactive approach to research supervision; and

(d) requires provision of foundational guidance, support, recognition, development and leadership opportunities for supervisors; and

(e) supports the conduct of research training in a safe manner which is conducive to student wellbeing.

5 Application

This policy applies to:

(a) staff, students and affiliates; and

(b) any formal research supervision program provided to students in either of the following degrees:

(i) Doctorate by research; or

(ii) Master’s by research.

6 Definitions and interpretation

(1) In this policy:

academic dishonesty means seeking to obtain or obtaining academic advantage (including in the assessment or publication of work) by dishonest or unfair means or knowingly assisting another to do so.

Note: See also Academic Honesty in Coursework Policy 2015

affiliate has the meaning provided in the Code of Conduct – Staff and Affiliates, which at the date of this policy is:

clinical title holders; adjunct, conjoint and honorary appointees; consultants and contractors to the University; holders of offices in University entities, members of Boards of University Foundations, members of University Committees; and any other persons appointed or engaged by the University to perform duties or functions on its behalf.

AQF means the Australian Qualifications Framework (http://www.aqf.edu.au/)

associate dean means the associate dean with authority for overseeing higher degrees by research in the relevant faculty.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>auxiliary supervisor</td>
<td>has the meaning provided in clause 8 of this policy.</td>
</tr>
<tr>
<td>candidature</td>
<td>means the period commencing when a person accepts the University's offer of admission to an award course, in accordance with University and government requirements as amended from time to time, and ending when the degree is conferred or the candidature otherwise ceases.</td>
</tr>
<tr>
<td>co-ordinating supervisor</td>
<td>means the research supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.</td>
</tr>
<tr>
<td>co-supervision</td>
<td>means the situation where two or more research supervisors are appointed to supervise a student.</td>
</tr>
<tr>
<td>dean</td>
<td>means the dean of the relevant faculty or the Head of School and Dean of the relevant University school</td>
</tr>
<tr>
<td>delegate</td>
<td>means a person authorised by the Senate to act on behalf of the University in specified situations, as provided in the <em>University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016</em> or the <em>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</em></td>
</tr>
<tr>
<td>department</td>
<td>means the academic unit responsible for a student's higher degree by research candidature. It may be called department, discipline or school within the University.</td>
</tr>
<tr>
<td>doctorate by research</td>
<td>has the meaning provided in the <em>University of Sydney (Higher Degree by Research) Rule 2011 (as amended)</em> which at the date of this policy is: a degree with the word ‘Doctor’ in the title comprising a minimum of two-thirds research that is approved by the Academic Board.</td>
</tr>
<tr>
<td>Note:</td>
<td>The Academic Board will not approve a Doctorate by research unless it complies with the Australian Qualifications Framework at AQF level 10.</td>
</tr>
<tr>
<td>Educational Innovation</td>
<td>means the Educational Innovation unit within the Deputy Vice-Chancellor (Education) portfolio.</td>
</tr>
<tr>
<td>ESOS National Code</td>
<td>means the standards governing the protection of overseas students and the delivery of courses to such students, established under the <em>Education Services for Overseas Students (ESOS) Act 2000 (Cth)</em>.</td>
</tr>
<tr>
<td>faculty</td>
<td>means a faculty or University school, and refers to the student’s faculty or University school of enrolment.</td>
</tr>
<tr>
<td>Graduate Studies Committee</td>
<td>means the Graduate Studies Committee of the Academic Board.</td>
</tr>
</tbody>
</table>
head of department or head

means the head of the relevant department

Note: Functions performed by the head of department may be performed by the head of school, dean or associate dean, in accordance with paragraph 1.02(5) of the University of Sydney (Higher Degree by Research) Rule 2011, particularly in faculties that are not organized into departments or disciplines.

HDR Administrative Centre

means the Higher Degree by Research Administrative Centre within the Deputy Vice-Chancellor (Registrar) portfolio.

international student advisers

means staff within the International Student Office who provide support to international students on issues related to student visa, scholarship and general academic progression.

master’s by research

has the meaning provided in the University of Sydney (Higher Degree by Research Rule) 2011 (as amended) which at the date of this policy is:

a degree with the word ‘Master’ in the title comprising a minimum of two thirds research that is approved by the Academic Board.

Note: The Academic Board will not approve a Master’s by research unless it complies with the Australian Qualifications Framework at AQF Level 9.

plagiarism

means presenting another person’s work as one’s own work by presenting, copying or reproducing it without appropriate acknowledgement of the source. Plagiarism is a form of academic dishonesty.

Note: See also Academic Honesty in Coursework Policy 2015

postgraduate coordinator

means the postgraduate coordinator for the relevant department, academic staff member with overall responsibility for the planning and coordination of postgraduate research students within a faculty, University school or school.

probationary period

has the meaning as described in clauses 2.05, 3.05, and 4.04 of the University of Sydney (Higher Degree by Research) Rule 2011

progress review

means a progress review conducted in accordance with Part 3 of the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

research supervisor

has the meaning provided in clause 8 of this policy.

school

means the academic unit responsible for a student’s higher degree by research candidature.

student

means a person who is currently admitted to candidature in an award course at the University.
supervisor means, in relation to a higher degree by research student, a person appointed to discharge the responsibilities set out in clause 14 of this policy. For the purpose of this policy, the generic term supervisor(s) will be used to include research supervisors, co-ordinating supervisors, and auxiliary supervisors.

Supervisor Register means the University-wide register of individuals approved as supervisors for higher degree by research students, established under clause 13 of this policy.

supervisory team means a group team of supervisors appointed to supervise a student in accordance with the provisions of clause 13 of this policy.

7 Principles of supervision

(1) Roles and responsibilities
(a) Higher degree by research students are ultimately responsible for their own work.
(b) Supervisors are responsible for offering tailored guidance and constructive feedback.
(c) Supervisors and students must discuss their respective roles, and the expectations and requirements of the degree. They must reach a common understanding of:
   (i) key project aims;
   (ii) key milestones;
   (iii) proposed timetable; and
   (iv) methods of working together,
and must revisit these regularly to ensure that the project stays on track.

(2) Quality of relationships
(a) Supervisors and students must establish and maintain clear communication, which means actively clarifying any misunderstandings or divergent expectations as they arise.
(b) Giving and receiving critical feedback, and learning how to use it effectively, are integral aspects of the research process. Supervisors and students should undertake these activities with a spirit of goodwill and a common focus on producing quality learning as well as quality work.
(c) Supervisors should be responsive to students’ changing needs at different stages of the degree.

(3) Diversity
(a) Supervisors and students must treat each other fairly and reasonably and should respect the social and intellectual diversity of the University community.
(b) Supervisors and students must not engage in, or tolerate, harassment and discrimination.

Note See also: Code of Conduct – Staff and Affiliates;
Code of Conduct for Students
Bullying, Harassment and Discrimination Prevention Policy 2015.

(c) Supervisors and students must recognise that every supervisory relationship is unique and will reflect the particular needs, preferences and work styles of those involved.

(d) Supervisors and students must recognise that intellectual and practical input from other supervisors is necessary and desirable, and is to be encouraged.

(e) Supervisors and students must exercise professional discretion in their relationship, maintaining confidentiality where appropriate.

(4) Life-long learning

(a) Students are encouraged to take part in opportunities at the University to develop skills and knowledge that complement their research.

(b) The University recognises its responsibility to foster research communities that welcome and engage research students as active participants.

Note: See also Learning and Teaching Policy 2015

8 Supervisors

(1) All supervisors must be current staff or affiliates of the University and will be categorised as either:

(a) research supervisors; or

(b) auxiliary supervisors.

(2) Supervisors may come from the same faculty or department as the one in which the student is enrolled or from different faculties or departments as appropriate to the research project.

(3) Supervisors are appointed to a particular candidature by the relevant head of departmentpostgraduate coordinator.

(4) Research supervisors:

(a) have the primary responsibility for the conduct of the candidature in accordance with guidelines determined by the Academic Board;

(b) are responsible for monitoring the provision of appropriate support, resources, information and guidance to the student; and

(c) are responsible for reporting the progress of the candidature to the relevant head of department and the relevant dean or associate dean.

(5) Auxiliary supervisors are appointed to assist in the supervision of the candidature.

(6) The practice of auxiliary supervision is flexible to allow for a variety of models as may be appropriate for individual candidatures. Appropriate models include:

(a) a person with considerable experience as a research supervisor serving as an advisor or mentor to a research supervisor who is new to that role;

(b) a person with the appropriate knowledge required for part of the student’s candidature;

(c) a person whose links with industry enable a student to have access to specialised equipment and facilities; or
9 Supervisory teams

(1) All higher degree by research students will be supervised by a supervisory team consisting of at least two supervisors, of whom at least one will be a research supervisor.

(2) The relevant head of department or postgraduate coordinator must determine appropriate supervisory arrangements for each student based on skills, experience, workload, projected availability of staff and other requirements appropriate to the candidate, degree and research project.

(3) The head of department or postgraduate coordinator may review and change supervisory arrangements as required throughout the course of the candidature.

(4) Supervisory teams must include at least one member of the academic staff with the requisite skills, knowledge and experience for supervision of the particular student.

(5) Each individual member of a supervisory team must:
   (a) be eligible to supervise higher degree by research students;
   (b) be familiar with the University's policies, procedures and resources, and applicable faculty requirements.

(6) Together the team must:
   (a) have content expertise in the area of the student's research;
   (b) be structured in such a way that no individual supervisor is a research supervisor for more than 5 full time candidates except as permitted according to Clause 13 of this policy; and
   (c) be able to provide continuous supervision for the likely duration of the student's candidature, allowing for changes in any individual supervisor's availability.

(7) One research supervisor in the team must be nominated as the co-ordinating supervisor.
   (a) The co-ordinating supervisor is responsible for:
      (i) meeting administrative requirements; and
      (ii) reporting the aggregated views of team members to the head of department or postgraduate coordinator or dean or associate dean.
   (b) An auxiliary supervisor may not act as co-ordinating supervisor except when appointed in the temporary absence of a research supervisor as set out in clause 14(10)(c) of this policy.

(8) Supervision of higher degree by research students must follow one of the models specified below.

(9) Default model of supervision
   (a) For an individual student the relevant head of department or postgraduate coordinator will appoint:
      (i) one research supervisor; and
      (ii) one auxiliary supervisor.
   (b) The research supervisor will be the co-ordinating supervisor.
Co-supervision model
(a) The relevant head of department or postgraduate coordinator will appoint two research supervisors to supervise an individual student, each of whom will have equal responsibility for the candidature.
(b) The relevant head of department or postgraduate coordinator will designate one research supervisor to be the co-ordinating supervisor. Where a student is being supervised by supervisors from different faculties, the co-ordinating supervisor will normally be from the faculty in which the student is enrolled.
(c) The academic workload for each supervisor will be determined by the dean or associate dean of the supervisors’ faculties.

Supervisory panel model
(a) The relevant head of department or postgraduate coordinator may decide that any individual candidature requires the appointment of a supervisory panel of more than two supervisors.
(b) Such panels will consist of a mix of research and auxiliary supervisors, according to the requirements of individual candidatures.
(c) The relevant head of department or postgraduate coordinator will nominate one research supervisor as co-ordinating supervisor. Where a student is being supervised by supervisors from different faculties, this will normally be a research supervisor from the faculty in which the student is enrolled.
(d) The academic workload for each supervisor will be determined by the dean or associate dean of the supervisors’ faculties.

10 Supervisor development
(1) All academic staff with supervisory responsibilities must undertake development activities relating to the supervision of higher degree by research students. This may involve taking part in formal and informal opportunities for exchanging expertise on research supervision, research learning and research processes - whether at a department, faculty, division or University-wide level.
(2) Academic staff new to supervision should undertake University staff development programs for research supervision.
(3) If a potential supervisor has already undertaken an equivalent course or has substantial suitable experience in supervising students to completion, the relevant dean or associate dean may exempt them from taking the Educational Innovation course. However, it is strongly recommended that such staff participate in the Educational Innovation development course or other workshops to ensure familiarity with current supervisory practices and expectations.

11 Supervisor eligibility
(1) Subject to clause 10(2) above, to be eligible to be approved as a supervisor, a person will:
   (a) be a member of the academic staff at Level B or above; or
   (b) have a current affiliation with the University approved by the relevant faculty or departmentschool; and
(c) have participated in ongoing and appropriate development activities including but not limited to:
   (i) the Foundations of Research Supervision course run by Educational Innovation; or
   (ii) other relevant workshops and programs; or
   (iii) demonstrated experience at supervising at another university; and

(d) be research active; and

   Note: Standards for research activity are set by each faculty and are available through Career Path.

   See also:
   Performance Planning and Development Policy 2012;
   Academic Planning and Development Guidelines

(e) be qualified to undertake research supervision appropriate to the discipline by:
   (i) holding a qualification at AQF Level 10; or
   (ii) having equivalent professional or research experience.

   Note: This may include a higher doctorate other than a PhD; a research Masters plus experience in research and research training supervision; or a significant publishing record in peer-reviewed journals. See TEQSA Higher Education Standards panel on technical amendments to Provider Course Accreditation Standards.

12 The Supervisor Register

(1) The HDR Administrative Centre will maintain a register of all individuals approved as supervisors for higher degree by research students.

(2) The register will distinguish between those people who are approved to act as:
   (a) research or auxiliary supervisors; and
   (b) auxiliary supervisors only.

(3) Academic staff at Level B or above who have completed the Foundations of Research Supervision course run by Educational Innovation will automatically be approved and registered as a research supervisor.

(4) Affiliates and academic staff below Level B who have completed the Foundations of Research Supervision course run by Educational Innovation will automatically be approved and registered as an auxiliary supervisor.

(5) Academic staff and affiliates who have not completed the Foundations of Research Supervision course run by Educational Innovation require approval for registration from the dean or associate dean of the relevant faculty.

(6) Routine deregistration
   (a) A person will be routinely removed from the Supervisor Register when that person:
      (i) is no longer actively affiliated with the University;
      (ii) no longer meets the supervision criteria as specified in clause 11 of this policy; or
(iii) has not supervised an enrolled student for a period of three continuous years.

(7) **Performance related deregistration**

(a) The relevant dean or associate dean must request removal of an approved supervisor from the Supervisor Register when that person is identified in their academic performance and development review as failing to perform their duties to a satisfactory standard.

   **Note:** See *Performance Planning and Development Policy 2012* and *Academic Planning and Development Guidelines*.

(b) The relevant dean or associate dean must notify any person who is deregistered on this basis, in writing.

(c) The relevant dean, associate dean or academic advisor may recommend suitable development activities for such people.

(8) **Misconduct related deregistration**

(a) When a person is found to have committed research misconduct or other professional misconduct, the Provost, in consultation with the relevant delegate (or their designated nominee) responsible for managing the misconduct proceedings and the dean of the relevant faculty, may request removal of the person from the Supervisor Register.

(b) The Provost must notify any person who is deregistered on this basis, in writing.


(9) **Appeals against deregistration**

(a) A person may appeal against routine deregistration to the HDR Administrative Centre.

(b) A person may appeal against performance related deregistration to the relevant dean or associate dean.

(10) **Reactivating registration**

(a) The relevant dean or associate dean may request the re-registration of supervisors who have been previously deregistered.

(11) **Reporting**

(a) The HDR Administrative Centre will report annually to the Graduate Studies Committee of the Academic Board on issues relating to the Supervisor Register.

(b) Reports must include a summary of actions taken and any recommendations relating to operation of the Supervisor Register.

13 **Supervisor workload**

(1) A research supervisor will not normally supervise more than 5 full-time equivalent postgraduate research students at one time, or pro rata for a supervisor employed on a fractional basis.

(2) A research supervisor may only exceed the normal load with approval from the relevant associate dean, which may only be provided after consideration of a
recommendation, including reasons, from the relevant head of department or postgraduate coordinator.

(3) The relevant associate dean must report all such approvals to the HDR Administrative Centre as soon as possible after they are given.

(4) The associate dean may assign a student to an auxiliary supervisor if the associate dean is satisfied that the auxiliary supervisor can provide the necessary skills and expertise, without compromising their existing students’ candidatures. Academic workload should also be taken into consideration.

Note: See the Enterprise Agreement 2013-2017, Section G.

14 Responsibilities of supervisors

(1) Unless otherwise specified, the responsibilities described in this clause apply equally to each supervisor of a student.

(2) Where the supervisory team contains more than one research supervisor, each research supervisor must fulfil all of the responsibilities of research supervisors described in this clause.

(3) Supervisors must maintain a professional relationship with their students, other supervisors and other University staff.

(4) The supervisor’s primary role is to provide academic support and guidance throughout a candidature with the objective of enabling the student to achieve a high standard of research activity and output.

(5) In agreeing to registration on the Supervisor Register, the supervisor accepts the responsibilities set out in this clause.

(6) **Selection of student and or project**

   (a) The research supervisor will consider a prospective student’s relevant research background, interests and abilities to complete a proposed research project, and decide whether the proposed topic is manageable. If the supervisor is not confident at the application stage that the research proposal is likely to be manageable and consistent with the aims of the doctoral degree, they must raise their concerns with the head of department

   (b) The supervisor will ensure that they have the ability, capacity and related research interest in the project to carry out the supervision. If a supervisor has any doubts about their capacity to supervise a student for any reason, they must raise their concerns with the head of department.

(7) **Conflicts of interests**

   (a) Where the supervisor becomes aware of an actual, potential or perceived conflict of interests in relation to a particular project or student, the supervisor must immediately declare the conflict of interests in accordance with the External Interests Policy 2010.

   (b) The head of department may vary the supervisory arrangements as a result of a conflict of interests declaration.

(8) **At the commencement of the candidature**

   (a) The research supervisor will:
(i) notify the student about orientation and induction events run by the University, faculty or departmentschool;

(ii) ensure that the student participates in induction programs and workshops as directed by the faculty or departmentschool;

(iii) ensure that the student participates in programs and workshops in accordance with University, faculty or departamental school work health and safety requirements.

(b) The research supervisor must be aware of the attribute qualities that the University expects its graduates to have and, in consultation with the student, prepare a plan for future skill acquisition as the student proceeds through their degree program.

Note: See Learning and Teaching Policy 2015

(c) The research supervisor is responsible for identifying, with the student, the most appropriate data-gathering and analysing techniques.

(d) All supervisors must familiarise themselves with the Essential Resources for Higher Degree by Research Students Policy 2016, and use it to inform their discussions with the student and the department school about the resources that may be available to support each particular candidature.

(e) The research supervisor is responsible for ensuring that the facilities which are identified as necessary for the project to succeed are available.

(f) If the research supervisor is not confident that the required facilities are or will be available they must raise this with the head of department, postgraduate coordinator or faculty.

(g) The research supervisor may be expected to help their student develop a research budget, and advise them on how to acquire information about relevant research funding schemes.

9) During the candidature: supervisory teams and relationships

(a) The composition of a supervisory team will depend on faculty arrangements, the interdisciplinary nature of the research project, or other criteria as determined by the faculty, project, and as appropriate to the project, the candidate and the degree.

Note: See clause 9 of this policy for models for supervisory teams.

(b) The head of departmentpostgraduate coordinator must approve all supervisory arrangements.

(c) Members of a supervisory team should clarify the responsibilities of each person in the team, and coordinate advice and guidance appropriately. The research supervisor, or where there is more than one research supervisor, the co-ordinating supervisor, is responsible for advising the student of these arrangements.

(d) All supervisors must:

(i) build and maintain supervisory relationships with their students;

(ii) clarify with their students what is expected of each other within this relationship;

(iii) establish agreed methods of working with their students; and

(iv) fulfil their side of any agreement.
(e) The research supervisor should be available to meet with their student at least once per fortnight during the probationary period.

(f) After the completion of the probationary period, the research supervisor and their student are jointly responsible for negotiating ongoing and appropriate contact arrangements. This may include face to face or electronic forms of communication.

(g) Supervisory arrangements should be adapted according to the nature of the candidature (full-time or part-time) and make due allowance for approved absences by the student.

(h) If it is not possible for the supervisor and student to meet regularly, then the head of department postgraduate coordinator should be consulted by either the student or the supervisor regarding appropriate alternative arrangements.

(i) The auxiliary supervisor should negotiate ongoing and appropriate contact arrangements with their student.

(j) Where a change in research direction occurs, appropriate supervisory arrangements should be negotiated by the student, supervisor, and head of department postgraduate coordinator as required. Changes in supervision as a result of these negotiations must be approved by the head of department postgraduate coordinator.

(10) **During the candidature: administrative requirements**

(a) The research supervisor must identify applicable degree and other administrative requirements and advise the student as necessary, although the student is responsible for ensuring that these requirements are met. This includes but is not limited to planned leave or time away, re-enrolment, and progress reviews.

(b) Where there are two supervisors with equal responsibility for the candidature, the co-ordinating supervisor is responsible for ensuring that all administrative requirements are met. This includes but is not limited to: re-enrolment advice, progress review reporting, and leave arrangements.

(11) **During the candidature: absence of supervisor**

(a) Supervision must be provided for the duration of a candidature. It is not acceptable for a student to have their candidature disrupted by supervisor absence.

(b) The research supervisor who is intending an absence of one month or more must ensure that the head of department postgraduate coordinator is informed so that appropriate alternative supervisory arrangements should be put in place.

(c) Alternate supervisory arrangements may comprise remote supervision (e.g. email, phone, video link), or increased direct supervision from another member of the supervisory team (e.g. the auxiliary supervisor).

(d) If the supervisor appointed to cover a research supervisor’s absence has not previously been involved in the supervision of the student, it is the responsibility of the current research supervisor to inform the acting supervisor about the progress of the candidature.

(e) Where an absence is foreseeable, the supervisor must notify the head of department postgraduate coordinator, the student and any other supervisor at least one month before the intended departure date so that appropriate supervisory arrangements can be put in place.
(f) If the supervisor is leaving the University, the head of department postgraduate coordinator must notify the student as soon as is practical. In that event:

(i) the departing supervisor must discuss ongoing supervisory arrangements with the student and the head of department postgraduate coordinator; and

(ii) the head of department postgraduate coordinator may vary the supervision arrangements, including appointing a new research supervisor, as required.

(12) During the candidature: managing progress

(a) The research supervisor should ensure that the student works within a planned framework which marks out the milestones expected to be completed at various stages.

(b) Planning and time management should begin at an early stage and the research supervisor must encourage the student to make productive use of their time.

(c) Where the supervisory team consists of a research supervisor and an external auxiliary supervisor, the research supervisor must ensure that the direction of the work is entirely under the control of the University and the student.

(d) The research supervisor is responsible for reaching agreement with the student about:

(i) indicators of progress being made; and

(ii) submission of appropriate written work, interim reports or research results.

(e) The supervisor must return written work to the student, with constructive feedback, in a timely fashion. Unless other time frames are agreed between the supervisor and the student:

(i) written work up to the equivalent in length to a chapter must be returned within one month; and

(ii) written work up to the equivalent in length to two chapters must be returned within two months.

(f) The research supervisor must provide feedback on progress to the student and make progress reports to the faculty and any scholarship authority.

(g) The research supervisor must monitor progress within the context of the overall research plan, ensuring that sufficient time is left for writing up the thesis and, if necessary, that the scope of the project is reduced to meet the time available.

(h) The research supervisor must inform the student about inadequate progress or standards of work that are below that generally expected, identify problems and suggest ways of addressing them.

(i) The research supervisor should work with the student to ensure that, by the end of the probationary period, the student’s research topic and aims are clearly defined.

(j) At the end of the probationary period, the research supervisor must determine whether the student is able to identify, access, organise and communicate knowledge in both written and oral English to a standard
generally acceptable to the discipline. If necessary, the supervisor will direct the student to relevant courses available at the University.

Note: See Learning and Teaching Policy 2015

(k) The research supervisor must advise the student in writing when progress is unsatisfactory and identify improvements which are necessary for continuation of the candidature.

Note: See University of Sydney (Higher Degree by Research) Rule 2011 for further requirements relating to progress and progress reviews.

(13) **During the candidature: duty of care**

(a) The research supervisor must be aware of, and inform the student about, the range of support services which exist to help them while they are studying at the University, including University Health Services, Counselling and Psychological Services, other student support services, and SUPRA.

Note: see Student Support services website for a list of available services http://sydney.edu.au/current_students/student_services/index.shtml

Note: Students can seek professional advice through the University Health Service (http://sydney.edu.au/health-service/services/index.php) and the Counselling and Psychological services (http://sydney.edu.au/current_students/counselling/).

(b) Supervisors must recognise and respond to varying student circumstances such as illness or personal issues which may arise and be able to establish processes to manage these issues.

(c) The research supervisor must encourage a student with health concerns to seek professional assistance and must be prepared to discuss the various candidature options available, such as sick leave, approved leave of absence or a move to part time study.

(d) The research supervisor must ensure that the head of department/postgraduate coordinator and the dean are informed in writing if concerns regarding the candidature arise.

(e) The research supervisor must be aware of the particular challenges that may be faced by an international student and be sensitive to the social, academic and intellectual transition issues that an international student moving to Australia for the first time may experience.

(f) The supervisor should be aware of the services available to an international student, particularly in relation to the provisions of the ESOS National Code, and refer the student to appropriate sources of information as required.

Note: Information relevant to the support of international students is available from the International Office, international student advisors and SUPRA.

(14) **The research community**

(a) The research supervisor must arrange for the student to participate in the work of the department/school, including attendance and presentation at departmental school seminars.

(b) The supervisor must encourage the student to extend their contacts within the academic community e.g. in the department/school, faculty, University and external to the University. This may include academic staff, postgraduate fellows, and other higher degree by research students.
(c) The supervisor must encourage the student to take the opportunity to discuss their research with other staff and students in the relevant subject area and to communicate their research findings to others in the wider academic community.

(15) Thesis content, writing and submission

(a) The research supervisor must give appropriate and timely advice on the requirements regarding content, style, presentation and production of theses.

(b) As far as possible, the research supervisor should ensure that the work submitted is the student’s own and that data are valid.

(c) When required by the course resolutions of the degree, the research supervisor will:
   
   (i) consider the suitability and availability of potential examiners; and

   (ii) make recommendations to the head of department postgraduate coordinator regarding potential examiners in good time before the thesis is submitted.

(d) The research coordinating supervisor is responsible for certifying that a thesis is in a form suitable for examination at the time of submission.

(16) Compliance requirements

(a) The research supervisor must ensure that students are aware of, and abide by, all applicable laws, University policies and procedures, including those applicable to research integrity.

   Note: All current University policies and procedures are available from the Policy Register.

(b) The research supervisor must advise the student of the requirement to obtain ethics approval for studies on animal and human subjects (including the use of questionnaires) prior to undertaking research to which such requirements may apply.

(c) As chief investigators on student ethics applications, the research supervisor is responsible for submission of the application, including review of content and accuracy.

   Note: Ethics approval cannot be provided retrospectively.

(d) The research supervisor must advise the student about academic honesty, and in particular the avoidance of plagiarism.

(e) The research supervisor must ensure that the student is aware of their rights with respect to intellectual property and encourage, where appropriate, the exploitation of such intellectual property through the University. The student may be encouraged to seek independent advice regarding their intellectual property.

   Note: See Intellectual Property Policy 2016

(f) The research supervisor must reach agreement with the student concerning authorship of publications and acknowledgement of contributions during and after the candidature. It is recommended that, wherever necessary, the agreement be re-evaluated just prior to publication in case of any significant shifts to workload allocations and intellectual input since the agreement was initially made.
15 Responsibilities of students

(1) It is the responsibility of students to maintain a professional relationship at all times with supervisors and other University staff.

(2) At the commencement of the candidature

(a) Students must play an informed part in the process of the selection and appointment of supervisors.

Note: See University of Sydney (Higher Degree by Research) Rule 2011

(b) Students must ensure that they are correctly enrolled according to faculty and University requirements prior to commencing their degree program and throughout their candidature.

(c) Students must comply with the requirements of any scholarship, external funding, sponsorship or other monetary provisions.

(d) Students should take part in University or faculty or department-school orientation programs, and must take part in induction programs and workshops if directed by the supervisor, faculty or department-school. This may include attendance at workshops on safety and health procedures.

Note: See also Essential Resources for Higher Degree by Research Students Policy 2016

(e) Students should familiarise themselves with the qualities and skills the University expects its graduates to have and must, with the assistance of
their supervisors, prepare a plan for future skill acquisition as they proceed through their degree program. This will include undertaking a research training needs analysis at the beginning of, and during, their candidature, to identify specific areas in which development is required.

Note: See Learning and Teaching Policy 2015

(f) Students must undertake any coursework or other activities required by the University.

(g) Students must familiarise themselves with the Essential Resources for Higher Degree by Research Students Policy 2016, to inform their discussions with their supervisors, department, faculty and the University about the resources that may be available to support their candidature.

(h) Students may be expected to develop a research budget in consultation with their supervisors, and to seek information about relevant research funding schemes.

(3) During the candidature

(a) Students are responsible for meeting the administrative requirements of their candidature. This includes but is not limited to planned leave, time away and re-enrolment.

(b) Students must ensure that all administrative requirements of the faculty and the University, such as re-enrolment and progress reviews are met.

(c) Students must notify and negotiate any planned leave, time away or change in enrolment status with their supervisors, and follow appropriate faculty or University approval processes.

(d) Students should make every effort to build and maintain satisfactory supervisory relationships. This includes:

   (i) establishing with their supervisors agreed methods of working;

   (ii) fulfilling their side of any agreement; and

   (iii) meeting regularly with their supervisors. In the probationary period of their candidature this should be at least fortnightly. As the candidature progresses different contact arrangements may be negotiated as appropriate.

(e) Students must devote sufficient time to their research. Full time candidature requires at least the same time commitment as would full time professional employment in Australia.

(f) Students should plan and execute the project within the time limits defined, taking into account the nature of the program (full time or part-time) and the milestones agreed with supervisors.

(g) Students are expected to attend as agreed for consultation and provide evidence of progress made.

(4) The research community

(a) Students should be aware of opportunities for meeting other researchers in the field and attend internal and external seminars, meetings and conferences.

(b) Students should participate in the opportunities offered by the department school to be part of that intellectual community. This includes taking part in
activities of the faculty or department school such as presentation of research at University seminars and conferences.

(5) Compliance requirements

(a) Students must be aware of, and abide by, all applicable laws, University policies and procedures including those applicable to research integrity.  

Note: All current University policies and procedures are available from the Policy Register.

(b) Students must familiarise themselves with the resolutions governing the degree course in which they are enrolled.

(c) Students must consult their supervisors about applications for ethics approval where their project involves the study of animal or human subjects (including the use of questionnaires).

(d) Ethics approval must be applied for prior to the commencement of the project and cannot be provided retrospectively.

(e) Students must ensure that they avoid all forms of academic dishonesty, including plagiarism.

(f) Students must familiarise themselves with the requirements of the Research Code of Conduct 2013.

(i) If students are concerned about possible research misconduct, they should seek advice from their supervisors.

(ii) If a student does not feel comfortable doing this, or if the supervisor is involved in the issue of concern, the student should approach the postgraduate co-ordinator or associate dean for the faculty.

(g) Students should read the Intellectual Property Policy 2016 and explore with their supervisor and the University the possible exploitation of any invention or other intellectual property arising from their research.

(h) Students must at all times adopt safe working practices relevant to the field of research and comply with the University’s work health and requirements.

(i) Students must attend any workshops on safety and health procedures required by the faculty or department school in which the student is undertaking research.

Note: See Work Health and Safety Policy 2012

(6) Grievances

(a) Students are encouraged to take the initiative in raising problems or difficulties and seeking solutions to them as soon as possible. Problems may be raised during the progress review process or at any other time.

(b) Students are encouraged to inform supervisors or postgraduate co-ordinators about difficulties being experienced as soon as possible.

(c) In the first instance, locally negotiated solutions should be sought before recourse to formal processes.

(d) Students must be aware of, and implement as required, the University’s grievance resolution policies and procedures, including:

(i) Research Code of Conduct 2013;
(ii) Bullying, Harassment and Discrimination Prevention Policy 2015;
(iii) Reporting Wrongdoing Policy 2012;
(iv) **Resolution of Complaints Policy 2015.**

(e) Students are encouraged to familiarise themselves with the mechanisms available for helping with supervisor-student difficulties and to take advantage of them if necessary.

(f) Students may seek independent advice or representation, including from the Sydney University Postgraduate Representative Association (SUPRA).

**16 Responsibilities of departments**

(1) Departmental School responsibilities for higher degree by research students will be discharged by the head of department/postgraduate coordinators.

(2) Departments are responsible for:

(a) determining appropriate supervisory arrangements for each student based on skills, experience, workload, projected availability and other requirements appropriate to the candidate, degree and research project;

(b) varying supervisory arrangements as required;

(c) requiring, when necessary, all supervisors to participate in University supervision development courses and workshops;

(d) explaining their respective roles to all members of a supervisory team;

(e) making recommendations to the associate dean for approval of proposed increases in the supervisory workload of research supervisors;

   (i) A normal supervisory workload is the equivalent of supervising five full time higher degree by research students.

   (ii) The associate dean is responsible for approving all such arrangements.

(f) determining appropriate alternative supervision arrangements if a research supervisor is absent for one month or more, and is unable to adequately supervise their students remotely;

(g) notifying all affected students as soon as practical if a supervisor is leaving the University and discussing ongoing supervisory arrangements with both the student and the departing supervisor;

(h) clearly defining the duties and responsibilities of postgraduate co-ordinators providing adequate resources to assist in the performance of those duties and properly recognising the workload these duties entail;

(i) determining coursework or alternative development activities required by individual students, after consultation with the relevant research supervisors and consideration of the applicable research training needs analysis;

(j) ensuring that review procedures, including progress reviews, are carried out in accordance with University policies and procedures;

(k) ensuring that necessary approvals for conditions of candidatures are obtained from the faculty, and that scholarship reporting requirements are met;

(l) determining, in consultation with the research supervisors, the facilities likely to be required for any particular candidature, and ascertaining their availability;
(m) advising applicants and students about the availability of facilities, including access to physical space and other resources, and the financial support that is likely to be available to them;

(n) reporting to the dean or associate dean if the required facilities are not available;

(o) encouraging interaction and the development of beneficial intellectual relationships amongst students and staff and encouraging students to participate in appropriate departmental or faculty activities;

(p) providing students with the names of individuals to whom they can turn to for advice;

(q) the proper and expeditious conduct of the examination process, including the timely selection of appropriate examiners in accordance with University policies and procedures; and

(r) informing students and supervisors of the University’s policies and procedures with respect to ethics, intellectual property, academic dishonesty and plagiarism, research integrity, and grievance procedures.

17 Responsibilities of faculties

(1) Faculty responsibilities for higher degree by research students will be discharged by the relevant dean or associate dean.

(2) Faculties are responsible for:

(a) ensuring that applicants for admission to candidature meet the minimum requirements for admission to the relevant degree and the proposed course of study;

(b) ensuring that all supervisors in their faculty are included in the Supervisor Register;

(c) establishing and explaining appropriate review mechanisms, including the progress reviews, within departments;

(d) explaining students’ rights and obligations;

(e) providing necessary resources in accordance with the Essential Resources for Higher Degree by Research Students Policy 2016, and discussing the availability of necessary resources, appropriate to the candidature, with students and their supervisors as required;

(f) monitoring students during their candidature through reports from departments, and intervening where necessary;

(g) providing students with the names of individuals to whom they can turn to for advice;

(h) ensuring that examiners recommended are appropriately qualified and that the examination process maintains the standards required for the degree concerned; and

(i) lodging of an awarded thesis to the University Library. This is to ensure that the Library receives the properly awarded thesis and an assurance that all compliance requirements under the University of Sydney (Higher Degree by Research Rule) 2011 have been met.
18 Responsibilities of the University

(1) The University will ensure that higher degree by research students are provided with an acceptable level of access to physical space and other facilities, including library facilities, and that departments and schools are required to advise applicants about the facilities that are available.

(2) The University is responsible for maintaining the Supervisor Register and providing:

(a) support services in areas such as learning assistance;

(b) development activities for supervisors of postgraduate students;

(c) effective reporting and review mechanisms throughout the candidature;

(d) procedures which allow students to seek assistance in the resolving difficulties; and

(e) appropriate appeal mechanisms.

19 Rescissions

This policy replaces the Code of Practice for Supervision of Postgraduate Research Students, the Postgraduate Research Higher Degree Training Supervision at the University of Sydney Policy, and the Probationary candidature and English expression policy, all of which are rescinded as from the effective date of this policy.

NOTES

Supervision of Higher Degree by Research Students Policy 2012

Date adopted: 22 February 2013
Date commenced: 22 February 2013
Date amended: 2 December 2015, commencing 1 January 2016
17 August 2016 (administrative amendments)
30 August 2016 (administrative amendments)
1 May 2017, commencing 23 May 2017
5 June 2017 (administrative amendments)

[insert date]
Administrator: Director, Graduate Research
Review date: 20 February 2018
Related documents:

Autonomous Sanctions Act 2011 (Cth)
Education Services for Overseas Students (ESOS) Act 2000 (Cth)
University of Sydney (Higher Degree by Research) Rule 2011
Intellectual Property Policy 2016
Learning and Teaching Policy 2015
Academic Planning and Development Guidelines
Code of Conduct for Students
Research Code of Conduct 2013
Code of Conduct - Staff and Affiliates
Essential Resources for Higher Degree by Research Students Policy 2016
Work Health and Safety Policy 2016
Performance Planning and Development Policy 2012
Enterprise Agreement 2013-2017
Progress Planning and Review for Higher Degree by Research Students Policy 2015

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**AMENDMENT HISTORY**

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<th>Amendment</th>
<th>Commencing</th>
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<td>Amendments throughout the policy to align it with the new Progress Planning and Review for HDR Students Policy, recognise the change in administrative processes from the Graduate Studies Office to the HDR Administration Centre, and to reflect agreed amendments to the processes associated with the Supervisor Register.</td>
<td>1 January 2016</td>
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<tr>
<td>Various</td>
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<td>4</td>
<td>Statement of intent updated to reflect health, safety and well being</td>
<td>23 May 2017</td>
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<tr>
<td>6(1)</td>
<td>Definitions updated to reflect organisational design</td>
<td>23 May 2017</td>
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<tr>
<td>12(5)</td>
<td>Changed responsibility for approving entry onto supervisor register</td>
<td>23 May 2017</td>
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<td>Change of Administrator</td>
<td>23 May 2017</td>
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<td>6</td>
<td>Updated references to University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and University of Sydney (Delegations of</td>
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### Authority – Administrative Functions) Rule 2016

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<td>5 June 2017</td>
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<td>Consequential amendments arising from organisational design change</td>
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<td>14(8)(b); 14(16)(f); 14(110)(b)</td>
<td>Amended to refer to graduate qualities Amending clause to align terminology with previous clauses Correct typographical error Correct date of Work Health and Safety Policy 2016</td>
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## Purpose
To seek the Graduate Studies Committee's recommendation that the Academic Board endorse the amendments to the Thesis and Examination of Higher Degrees by Research Policy 2015.

### RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the amendment of the Thesis and Examination of Higher Degrees by Research Policy 2015, as presented; and
2. adopt the amended Policy, with effect from 23 October 2017.

### EXECUTIVE SUMMARY

There are consequential amendments to the Thesis and Examination of Higher Degrees by Research Policy 2015 (Attachment 1) arising from the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and organisational design changes that the Graduate Studies Committee is asked to endorse.

### BACKGROUND / CONTEXT

The currently registered iteration of the Thesis and Examination of Higher Degrees by Research Policy 2015 does not align with the delegations in the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016. The proposed amendments in Attachment 1 will ensure that roles and responsibilities in the policy align with the relevant delegations.

### ATTACHMENTS

Attachment 1 – Draft amendments to the Thesis and Examination of Higher Degrees by Research Policy 2015
THESIS AND EXAMINATION OF HIGHER DEGREES BY RESEARCH POLICY 2015

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

Dated: 12 November 2014
Last amended: 28 October 2015, commencing 1 January 2016
12 April 2016 (administrative amendment)
17 August 2016, commencing 19 September 2016
2 November 2016, commencing 16 November 2016
31 March 2017 (administrative amendment)
11 May 2017 (administrative amendment)
[insert date]

Signature: 
Position: Chair, Academic Board

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1 Name of policy
This is the Thesis and Examination of Higher Degrees by Research Policy 2015.
2 Commencement
This policy commences on 1 January 2015.

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

4 Statement of intent
This policy:
(a) describes the nature of the thesis for a higher degree by research; and
(b) prescribes the requirements for the examination of a higher degree by research.

5 Application
(1) This policy applies to the thesis for, and examination of, all higher degrees by research, including:
   (a) masters degrees by research;
   (b) the Doctor of Philosophy; and
   (c) doctorates by research other than the Doctor of Philosophy.
(2) This policy does not apply to higher doctorates as defined in section 5 of the University of Sydney (Higher Degree by Research) Rule 2011.

6 Definitions and interpretation
(1) In this policy:
   AQF means the Australian Qualifications Framework (see http://www.aqf.edu.au/)
   administrative unit means the central University administrative unit responsible for the processes of candidature management
   Associate Dean means the Associate Dean of a faculty with authority for matters relating to higher degrees by research within the faculty, or the Deputy Chairperson of a Board of Studies, or a person appointed by the Dean to have authority for matters relating to higher degrees by research within the faculty.
   chair of examination means the person appointed by the associate dean to co-ordinate the examination, as defined in clause 15A of this policy.
   cotutelle agreement means an agreement between the University and another university or institution that permits joint candidature in the Doctor of Philosophy consistently with the Cotutelle Scheme Policy.
course resolutions means resolutions made by the Academic Board in accordance with sections 2.1 and 3.1 of the University of Sydney (Higher Degree by Research) Rule 2011.

Dean means the Dean of a faculty, the Head of School and Dean (University school) of a University school or the chairperson of a board of studies.

doctorate by research includes the PhD and all faculty doctorates and has the meaning provided in the University of Sydney (Higher Degree by Research) Rule 2011 (as amended) which at the date of this policy is:

a degree with the word ‘Doctor’ in the title comprising a minimum of two-thirds research that is approved by the Academic Board.

Note: The Academic Board will not approve a Doctorate by research unless it complies with the Australian Qualifications Framework at AQF level 10.

examination means the examination of a thesis as the basis for the award of a higher degree by research.

examiner means a person appointed to examine a higher degree by research thesis. An examiner may be an internal or an external examiner.

external examiner means a suitably qualified person who is neither an employee or an honorary title holder (as defined by the Honorary Titles Policy 2013) of the University. Persons who have previously been employed by the University, and who have not been involved in the candidature, may be approved as external examiners.

faculty means the faculty or University School in which the student is enrolled.

faculty committee means the committee that is responsible for the examination of a higher degree by research student for the faculty in which the student is enrolled. This may be a faculty, divisional University school or other relevant committee or board.

HDR Examinations Sub-Committee means the HDR Examinations Sub-Committee of the Graduate Studies Committee of the Academic Board.

Note: The terms of reference of these committees are available from the Graduate Studies Committee website.

internal examiner means a suitably qualified person who is an employee or honorary title holder (as defined by the Honorary Titles Policy 2013) of the University.

joint award means an agreement between the University and another university or institution pursuant to an agreement that permits such awards.

Note: See also Cotutelle Scheme Policy
masters degree by research has the meaning provided in the *University of Sydney (Higher Degree by Research) Rule 2011* which at the date of this policy is:

a degree with the word ‘Master’ in the title comprising a minimum of two thirds research that is approved by the Academic Board.

**Note:** The Academic Board will not approve a masters degree by research unless it complies with the Australian Qualifications Framework at AQF Level 9.

outcome means the outcome of an examination for a higher degree by research as defined in clause 23 of this policy.

plagiarism has the meaning provided in the *Academic Honesty in Coursework Policy 2015* which at the date of this policy is:

presenting another person’s work as one’s own work by presenting, copying or reproducing it without appropriate acknowledgement of the source. Plagiarism is a form of academic dishonesty.

postgraduate co-ordinator means the member of academic staff within a school with responsibility for matters relating to higher degrees by research.

relevant committee means the committee deciding the outcome of the examination, as defined in clause 23(1) of this policy.

school means the academic unit or disciplinary grouping (however named) within a faculty primarily responsible for the teaching and examining of higher degree by research students. If a faculty does not have an internal school structure, a reference to a school is a reference to the faculty.

student has the meaning provided in the *University of Sydney By-law 1999 (as amended)* which at the date of this policy is:

a person who is currently admitted to candidature in an award course at the University.

submission check means a review of a higher degree by research thesis undertaken at the point of submission by the central University administrative unit responsible for the processes of candidature management, as specified in subclause 13(1).

**Note:** See also *Thesis and Examination of Higher Degree by Research Procedures 2015* and *Academic Honesty Procedures 2016*.

supervisor has the meaning provided for co-ordinating supervisor in the *Supervision of Higher Degree by Research Students Policy 2013* which at the date of this policy is:

the research supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.

thesis means the whole of the assessable work submitted for examination. This may include previously published material, creative or artistic components, software, codes, models, and appendices.
(2) Subject to the requirements of the applicable faculty constitution, an action to be undertaken by a faculty pursuant to this policy may be undertaken by a staff member, academic or professional, to whom the Dean has allocated responsibility for the relevant activity.

7 Roles of thesis and examination

(1) The thesis is the complete body of assessable work submitted by a student for examination for a higher degree by research.

(2) The examination of the thesis is the basis for the award of a higher degree by research (subject to the completion of coursework where required by degree resolutions).

Note: Some masters degrees by research and doctorates may include coursework requirements.

(3) The examination determines whether a higher degree by research is awarded or not awarded.

(4) Subject to Section 6 of the University of Sydney (Higher Degree by Research Rule) 2011, a candidate for a higher degree by research will not be permitted to undertake a program of advanced study and research that is likely to result in the lodgement in the University Library of a thesis that cannot be made available for public use.

8 The thesis

(1) The thesis must:
   (a) be the student’s own work;
   (b) embody the results of the work undertaken by the student during candidature;
   (c) form a substantially original contribution to the area of knowledge concerned;
   (d) afford evidence of originality by the:
      (i) discovery of new knowledge; and
      (ii) exercise of independent critical ability;
   (e) form a cohesive and unified whole;
   (f) include a substantial amount of material that may be suitable for publication;
   (g) satisfactorily demonstrate that the student is able to identify, access, organise and communicate new and established knowledge;
   (h) be written to a standard generally acceptable to the discipline; and
   (i) be written in English except where permitted under the University of Sydney (Higher Degree by Research Rule) 2011.

(2) The thesis must document, generally in the preface, or in the notes, or elsewhere as appropriate:
   (a) the animal and human ethics approval obtained;
   (b) the sources from which the information in the thesis is derived;
   (c) the nature of collaborations, or assistance, with the work described in the thesis, including:
(i) any assistance provided during the research phase; and
(ii) any editorial assistance in the writing of the thesis.

Note: In relation to editorial assistance see clause 3 of the Thesis and Examination of Higher Degrees by Research Procedures 2015.

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

(4) The thesis may contain:
   (a) artistic or creative works, software, computer code, or models which must be documented or recorded in a way sufficient for the purpose of assessment;
   (b) material that has been published during candidature with the student as either sole or joint author, provided that the supervisor or corresponding author submits evidence identifying the student’s contribution to the published material;
   (c) appendices.

(5) The role of an appendix is to provide a place for the inclusion of supplementary material that is related to the research but not directly relevant to the argument of the thesis.
   (a) Material in appendices is assessable except where written entirely by authors other than the candidate.
   (b) Appendices may include:
      (i) data sets; or
      (ii) software code; or
      (iii) examples of surveys or instruments used to gather research data; or
      (iv) handbooks and manuals; or
      (v) publications arising from the research but not directly relevant to the arguments included in the thesis; or
      (vi) documentary recordings of exhibitions or installations mounted during the candidature but not part of the thesis; or
      (vii) archival and primary texts; or
      (viii) other material as deemed necessary by the student and supervisor.

(6) The required length of the thesis depends on the degree for which it is submitted.
   (a) For doctoral degrees:
      (i) the total upper limit is 80,000 words which may be exceeded by no more than 20,000 words with the written permission of the Dean, Associate Dean, or the Chair of the faculty committee;
      (ii) subject to clause 8(6)(a)(i), a shorter required length may be specified by course resolutions, or in the case of the PhD, by local provisions;
      (iii) this word limit does not include appendices.
   (b) For masters degrees by research:
      (i) The total upper limit is 50,000 words which may be exceeded by no more than 10,000 words with the written permission of the Dean, Associate Dean, or the Chair of the faculty committee.
(ii) Subject to Clause 8(6)(b)(i), a shorter required length may be specified in course resolutions.

(iii) The word limit does not include appendices.

9 The examination generally

(1) The examination is an assessment of the total thesis presented.

(2) The examination process proceeds on the basis that:
   (a) the thesis consists of advanced research which makes an original contribution to knowledge; and
   (b) the awarded thesis will be lodged in the University library in electronic format.

Note: See also University of Sydney (Higher Degree by Research) Rule 2011 and Thesis and Examination of Higher Degrees by Research Procedures.

(3) The outcome of the examination is an academic decision by the relevant committee based on a body of evidence which includes:
   (a) mandatory items:
      (i) the thesis;
      (ii) examiners' reports specified in clause 21 of this policy;
      (iii) a recommendation from the relevant chair of examination, which is based on the examiners' reports; and
      (iv) where applicable, any reports of investigations under the Academic Honesty Procedures 2016 or its related policies;

Note: See Academic Honesty in Coursework Policy 2015 and Research Code of Conduct 2013.

and

(b) as deemed necessary by the relevant committee:
   (i) reports from supervisor(s), postgraduate co-ordinator, head of school and the Associate Dean;
   (ii) comments from the student; or
   (iii) any other information deemed necessary.

Note: See also clauses 5 – 14 of the Thesis and Examination of Higher Degrees by Research Procedures 2015.

10 Oral examinations

(1) Oral examinations may be:
   (a) recommended by the chair of examination; or
   (b) requested by a student, except in relation to a resubmitted thesis.

Note: See also clauses 15 – 16 of the Thesis and Examination of Higher Degrees by Research Procedures 2015.

(2) Oral examinations will only be undertaken if approved by the chair of examination.

(3) Oral examinations may be conducted:
(a) as an integral part of the whole examination process; or
(b) as an in-person consultation with the student at the conclusion of the standard examination.

(4) The purpose of an oral examination is to:
(a) reduce the potential length of the examination process;
(b) fit the convention of the discipline;
(c) test the student’s understanding of the knowledge described within the thesis;
(d) clarify points of principle or detail within the thesis; or
(e) assess the contribution made by the student to the content and presentation of the thesis.

(5) Oral examinations may only examine material that would be examined under a thesis-only examination i.e. the complete thesis as specified in clause 8 of this policy.

11 Examination of cotutelle and joint award degrees

(1) For joint degrees, including cotutelle degrees, the examination processes to be used must be specified in the individual student agreement at the beginning of the candidature.

(2) The examination of such degrees must be conducted:
(a) by the University, in accordance with this policy; or
(b) by the partner institution, consistently with the terms of the applicable individual student agreement.

(3) If the examination is to be conducted by the partner institution:
(a) the proposed examination process must be approved before the agreement is executed, by one of:

(i) the Chair of the Graduate Studies Committee of the Academic Board; or
(ii) the HDR Examinations Sub-Committee of the Graduate Studies Committee of the Academic Board; and

(b) the relevant individual student agreement should require consistency with the following clauses of this policy:

(i) the qualifications of examiners (clause 15)
(ii) the examiners’ reports (clause 21); and
(iii) the outcome of the award (clause 23).

Note: See also Cotutelle Scheme Policy and clause 18 of the Thesis and Examination of Higher Degrees by Research Procedures 2015.

12 Thesis with publications

(1) The University will accept for examination a thesis which contains previously published material provided that:
(a) the thesis makes an original and substantial contribution to the field of knowledge;
(b) the thesis forms a consistent, coherent and unified whole;
(c) the previously published material relates to research undertaken during the candidature and was published during the candidature; and
(d) in addition to the published material, the student provides, at the minimum:
   (i) an introduction which argues for the aim(s) of the thesis and contextualises the research problems it purports to address; and
   (ii) a conclusion which draws together the findings of the studies in the context of the stated aims of the thesis.

(2) The student may also provide other separate chapters to supplement the published papers such as a literature review, background information, or description of the methodology used.

(3) Acceptable publications (including material already published, accepted for publication, or submitted for publication) include:
   (a) papers in refereed journals;
   (b) book chapters;
   (c) conference papers;
   (d) a documentary record of an exhibition or installation mounted during candidature which is not part of the creative or artistic component of a thesis.

(4) A blog is not an acceptable publication.

(5) A collection of disparate publications, no matter what their quality, must not be approved for the award of a higher degree by research if they do not meet the criteria for the award.

(6) A thesis containing published material must be examined using the same criteria, and by the same process, as one which does not.

13 Form of thesis for examination

(1) The student must submit their thesis for examination as an electronic document.
   (a) A thesis in paper format may be accepted in addition to the electronic document, with the prior approval of the head of the administrative unit.
   (b) If an examiner expresses a preference for examining a paper copy of the thesis, then this must be supplied by the administrative unit.
   (c) The administrative unit must conduct the submission check, including applying similarity detecting software and making other appropriate checks to all theses submitted for examination.

(2) The following information must appear on the title page:
   (a) the full title of the thesis;
   (b) the student’s name;
   (c) the words “A thesis submitted in fulfilment [or “partial fulfilment”, if determined by the degree resolutions] of the requirements for the degree of [degree name, e.g. Doctor of Philosophy]”;
   (d) the faculty in which the student is enrolled;
(e) the name of the University of Sydney.

(3) If a thesis includes an artistic or creative component such as an exhibition, performance, model, software or data, a documentary record of this component of sufficient quality for assessment must be included as part of the submitted thesis.

(4) The thesis must be accompanied by an abstract in the format prescribed by the Academic Board. Some faculties may require the abstract in advance of submission of the thesis for examination.


(5) Students must submit a statement with the thesis certifying their understanding that, if their candidature is successful, their thesis will be lodged with the Director of University Libraries and made available for immediate use.

Note: See also University of Sydney (Higher Degree by Research) Rule 2011 for requirements for lodging theses.

(6) The thesis must be accompanied by a statement from the supervisor stating whether, in the supervisor’s opinion, the thesis:

(a) is sufficiently well presented to be examined; and

(b) does not exceed the prescribed word limit or any extended word limit for which prior approval has been granted.

(7) If a thesis is submitted for examination without the supervisor’s statement, the faculty committee will decide whether it will be accepted for examination.

(8) The faculty committee may decline to examine a thesis if:

(a) the supervisor does not certify that it is ready for examination;

(b) it exceeds the prescribed word limits without prior approval to do so;

(c) suitable examiners, as determined by the faculty committee, cannot be found;

(d) the student requests withdrawal from the examination and the faculty committee determines there is good reason to do so;

(e) the student has not successfully completed required research training activities, including any required units of study;

(f) there is a finding of inappropriate academic practice, research misconduct or a breach of the Research Code of Conduct 2013.

Note: See Academic Honesty in Coursework Policy 2015; Research Code of Conduct 2013 and Academic Honesty Procedures 2016.

(g) it is not compliant with ethics approvals; or

(h) it breaches any of:

(i) the Research Data Management Policy 2014;

(ii) the Research Data Management Procedures 2015;

(iii) the Code of Conduct for Students;

(iv) the Academic Honesty in Coursework Policy 2015; or

(v) any applicable faculty local provisions relating to research data management.
(9) When a faculty committee declines to examine a thesis, they must:

(a) report the circumstances and reasons for the decision to the HDR Examinations Sub-Committee;

(b) document in writing:
   (i) the reasons for declining to examine the thesis;
   (ii) any changes necessary to make the thesis acceptable for examination; and
   (iii) any other actions required to be completed prior to examination.

(c) recommend to the Associate Dean that the student be either:
   (i) permitted to re-enrol in order to complete the necessary actions and changes and resubmit the thesis; or
   (ii) asked to show good cause why they should be permitted to re-enrol.

(d) The Associate Dean will decide whether the student will be permitted to re-enrol or required to show good cause.

(e) When the Associate Dean has made a decision in accordance with 9(d) to permit the student to re-enrol, the student will be informed of writing of:
   (i) the reasons for declining to examine the thesis;
   (ii) any changes necessary to make the thesis acceptable for examination;
   (iii) any other actions required to be completed prior to examination;
   (iv) the date by which the student must re-enrol or apply for suspension of candidature.

(f) When the Associate Dean has made a decision in accordance with 9(d) to require the student to show cause, the student will be informed of writing of:
   (i) the reasons for declining to examine the thesis; and
   (ii) the show cause notice in accordance with the requirements of the University of Sydney (Higher Degree by Research) Rule 2011.

Note: The show good cause process is specified in the University of Sydney (Higher Degree by Research) Rule 2011 clauses 2.13, 3.13 and 4.12.

14 Notice of intention to submit

(1) The student must provide written notice of their intention to submit a thesis for examination prior to the final submission date.

Note: See the University of Sydney (Higher Degree by Research) Rule 2011

(2) Notice should be given at least three months prior to the intended submission date to allow sufficient time for:

(a) The appointment of the chair of examination;
(b) the appointment of examiners; and
(c) the organisation of other examination requirements such as oral examinations, exhibitions or performances.

(3) The notice of intention to submit must include certification by the student that they have complied with:
(a) any ethics approvals given; and
(b) their research data management plan and report to their supervisor.

Note: See also Research Data Management Policy 2014, Research Data Management Procedures 2015 and any relevant faculty local provisions.

(4) The supervisor, head of school, or postgraduate coordinator should discuss with the student:
(a) the possibility of an oral examination; and
(b) the selection of a chair of examination and possible examiners, noting that students:
   (i) may advise the supervisor, in writing, of the names of individuals that they consider appropriate to be appointed as examiners; and
   (ii) may advise the supervisor, in writing, of the names of individuals that they would prefer not to be appointed as examiners; and
   (iii) are not permitted to communicate with examiners regarding the examination during the examination.

15 Qualifications of examiners

(1) Nominated examiners must be approved by the chair of examinations on the advice of the supervisor, then:
   (a) for doctoral degrees, by the HDR Examinations Sub-Committee;
   (b) for masters degrees by research, by the faculty committee.

(2) Examiners should be active in research or scholarship. A research active examiner is understood to be someone who pursues research on an ongoing basis, as a major focus of their academic activity.

(3) Examiners should have the following qualifications appropriate to the discipline, and as determined by the faculty committee or HDR Examinations Sub-Committee:
   (a) a qualification equivalent to the level being examined; or
   (b) equivalent professional or research experience.

(4) Examiners should have experience of, or be familiar with, the supervision and examination of research theses for the University or other local and international educational institutions, as determined by the faculty committee or HDR Examinations Sub-Committee.

(5) The University should take all reasonable steps to ensure that examiners are:
   (a) free from bias for or against the student or the supervisor; and
   (b) free from actual, potential or perceived conflicts of interests.

(6) A person must not be an examiner if they:
   (a) have been involved in the student’s research;
   (b) are a co-author on any part of the work;
   (c) have a past or current close personal relationship with the student or supervisor;
   (d) have had substantial contact with the student or supervisor in any other circumstances which might jeopardise the independence, or the perceived independence, of the examination;
(e) have been a research student of the supervisor within the last ten years; or
(f) have supervised the student at any time.

Note: See also External Interests Policy 2010

(7) Subject to this clause 15, a person from another institution, who has held the role of supervisor for other higher degree by research students at the University of Sydney, may be appointed as an external examiner.

(8) Former research students of the supervisor must not be appointed as examiners for at least ten years after graduation, except with the specific approval of the HDR Examinations Sub-Committee and in exceptional circumstances.

15A Appointment of chair of examination

(1) The associate dean must appoint a chair of examination to co-ordinate the examination.

(2) The chair of examination will:
   (a) usually be the Associate Dean (Research Education) but could also be an experienced Head of School or Postgraduate Co-ordinator, or another academic in the school with substantial experience in HDR examinations;
   (b) not be a current or previous research or auxiliary supervisor of the student for the candidature;

16 Approving examiners

(1) The chair of examination must make recommendations regarding the appointment of examiners, as follows:
   (a) for a doctorate by research, a minimum of three examiners; and
   (b) for a masters degrees by research, a minimum of two examiners.

(2) The chair of examination should inform the faculty committee or HDR Examinations Sub-Committee of any preferences regarding examiners received from the student.

(3) Each group of examiners approved to examine a thesis should include:
   (a) no more than one from any given university or institution; and
   (b) at least one examiner affiliated with a university or degree granting institution; and
   (c) no more than one internal examiner.

(4) The chair of examination may recommend one or more additional individuals who are qualified to examine to be held in reserve and commissioned, consistently with clause 17 of this policy, as required.

(5) Once the faculty committee or HDR Examinations Sub-Committee has received recommendations from the chair of examination regarding the examiners it may consult with the supervisor, associate dean, head of school or postgraduate co-ordinator as required.

(6) The faculty committee or HDR Examinations Sub-Committee may:
   (a) approve any of the examiners as recommended; or
(b) approve different examiners after consultation with the chair of examination, supervisor, associate dean, head of school or postgraduate co-ordinator.

(7) The supervisor should ensure that examiners are nominated at least four weeks before the submission of the thesis.

(8) If the student does not submit the thesis for examination within three months following the approval of examiners, the administrative unit must:

(a) request a revised submission date from the student and the supervisor; and
(b) write to each examiner:
   (i) to inform them of the delay; and
   (ii) ask if they are still willing to conduct the examination of the thesis at a future date.

17 Commissioning of examiners

(1) Once approved, examiners must be commissioned by the administrative unit in the manner provided in the *Thesis and Examination of Higher Degrees by Research Procedures 2015*.

   Note: See Clause 6 of those procedures.

(2) At least the minimum number of approved examiners for the degree must be commissioned.

(3) Approved examiners who are not initially commissioned may be used at a later stage as replacement or additional examiners.

(4) At the time of commissioning, the administrative unit must ensure that examiners are informed that:

   (a) the contents of the thesis, including any intellectual property rights contained in the thesis, remain strictly confidential;
   (b) the thesis can only be used for the purposes of performing the examination;
   (c) their names may be released to the student during or after the examination; and
   (d) their reports may be released to the student during or after the examination.

   Note: Students have the right to access information about themselves, including their examinations. See the *Privacy Policy 2013* and the *Privacy Management Plan*.

18 Approving and commissioning of additional examiners

(1) Additional approved examiners may be commissioned to examine a thesis if:

   (a) an original examiner is unable to examine subsequent to appointment; or
   (b) an original examiner does not complete their examination within the required time frame

   Note: see clause 20 below

or

   (c) as required by the faculty committee or the HDR Examinations Sub-Committee.

(2) An internal examiner may only replace an original internal examiner.
(3) Any additional examiners must be approved consistently with clause 16 of this policy. This may include examiners approved, but not commissioned, at the time of submission.

19 Appointing examiner-as-assessor

(1) Where the relevant committee is unable to form an intention regarding the award, the relevant committee may appoint an examiner-as-assessor to examine the thesis and act as an assessor of the original examiners’ reports.

(2) Previous approval as an examiner is not sufficient to act as examiner-as-assessor.

(3) Examiners appointed as assessors must:
(a) be an external appointment;
(b) have the qualifications required in Clause 15 of the policy;
(c) possess very high standing in the subject of the thesis; and
(d) be approved by the HDR Examinations Sub-Committee.

20 Replacing examiners

(1) Replacement examiners must be appointed when:
(a) a report has not been received from an original examiner within ten weeks of the twelve weeks of the receipt of the thesis; or
(b) an examiner is unable to examine subsequent to appointment.

(2) The faculty committee must:
(a) inform the original examiner that their services are no longer required; and
(b) commission a previously approved examiner; or
(c) approve a new examiner in accordance with clause 16 of this policy.

(3) Once commissioned, the new examiner must examine the thesis consistently with clause 9 of this policy.

(4) If the original examiner returns a report after the replacement examiner has been sent a copy of the thesis, the original examiner’s report will not form part of the body of evidence used to determine the award of the degree.

21 Examiners reports

(1) Within six weeks of the receipt of the thesis, each examiner must:
(a) complete the examination; and
(b) submit a report to the administrative unit.

(2) Each examiner must submit an independent report, which will remain confidential until:
(a) all reports have been received; or
(b) the Dean or Associate Dean considers that special circumstances exist which warrant its earlier release.

(3) Examiner’s reports must be in English, except where the language of the thesis is in a language other than English.
Note: See the University of Sydney (Higher Degree by Research Rule) 2011.

(a) If the thesis is in a language other than English, the preferred language of the examiner’s report is English, but the examiner’s report may be provided in the same language as the thesis.

(b) An examiner who provides a report in a language other than English must also submit a summary of their report in English. This summary must be sufficient for:
   (i) the relevant committee to review the examination as necessary; and
   (ii) reviewers to understand the key aspects of the report.

(4) Examiners’ reports must
(a) state whether, in the opinion of the examiner, the thesis fulfils the criteria in clause 8 of this policy; and
(b) include any other material required by the Thesis and Examination of Higher Degrees by Research Procedures 2015.

22 Communication during examination process

(1) Between examiners
(a) The names of examiners must not be disclosed to other examiners until a determination has been made about the awarding of the degree, except if required:
   (i) by the use of an oral examination; or
   (ii) during the examination of a creative or artistic component of a thesis.

(b) Examiners must not correspond or communicate with other examiners regarding the examination or the thesis, except in discussion:
   (i) at an oral examination; or
   (ii) at the examination of a creative or artistic component of a thesis.

(2) Between examiners and students
(a) The names of examiners may be disclosed to students, on request, after the thesis has been submitted for examination.

(b) Students, or persons acting on their behalf, must not communicate with the examiners regarding their thesis or examination during the examination process (i.e. from submission to award of degree).

(c) If a student, or a person acting on their behalf, communicates with an examiner during the examination process:
   (i) the examination must be discontinued; and
   (ii) a new examination process must commence with newly commissioned examiners.

Note: Breaches of the Code of Conduct for Students may result in disciplinary action.

(3) Between the University and examiners
(a) University staff, including academic and professional staff, may contact examiners:
   (i) to arrange for an oral examination or the examination of a creative or artistic component of a thesis; or
(ii) to ascertain if progress of the report is delayed.

(b) If University staff, including academic and professional staff, communicate with an examiner they should not make any comment which could be seen as influencing, or having the potential to influence, the examination outcome.

(c) The administrative unit will inform the examiners of the outcome of the examination at the conclusion of the examination.

(4) Between the University and the student

(a) Students may be provided with status updates on the examination process, at the stages specified in the Thesis and Examination of Higher Degrees by Research Procedures 2015.

Note: See clause 15 of those procedures.

(b) The faculty should provide the student with the names of the examiners at the conclusion of the examination process.

(c) The administrative unit must also contact any student who is required to:
   (i) comment on the examination; or
   (ii) fulfil conditions related to the outcome of the examination.

23 Outcome of the examination

(1) The outcome of the examination will be decided:

(a) for masters degrees, as determined by faculty resolutions.

(b) by the faculty committee for examinations, except cotutelle examinations, where the examiners and the chair of examinations all recommend that the degree be awarded.

(c) by the HDR Examinations Sub-Committee for all other examinations, including all cotutelle examinations.

(2) The outcome of the examination must be one of the following:

(a) Award without qualification: the degree can be awarded without any further action by the student.

(b) Award with corrections: the degree can be awarded once all required corrections to the thesis have been addressed by the student to the satisfaction of the chair of examination.

(c) Non-award - revision and re-examination: the degree is not awarded; and the option is provided for the student to revise and resubmit the thesis for a new examination subject to the following:
   (i) the revision and re-examination process must be conducted consistently with the Thesis and Examination of Higher Degrees by Research Procedures 2015, and
   
   Note: See clause 14 of those procedures.

   (ii) no further opportunity to revise and resubmit the whole thesis may be permitted.

(d) Non-award - option to award another degree: the thesis is not considered satisfactory for the award of the degree for which it was submitted, but another degree for which the student is eligible may be awarded instead.
(e) Non-award: the thesis is unsatisfactory for the award of the degree for which it was submitted and for any other another degree for which the student is eligible, and does not demonstrate sufficient potential to achieve this standard through resubmission.

(3) The administrative unit will notify the student and supervisor when the decision has been made.

(4) When the decision to award the degree has been made, the faculty may certify that the student is eligible to graduate subject to the student:

(a) fulfilling any conditions of award to the satisfaction of the chair of examination; and

(b) lodging a final copy of the final thesis with the University for the Library.

23A Appeals of examination decisions

Examination decisions are academic decisions, and are subject to appeal in accordance with the University of Sydney (Student Appeals Against Academic Decisions) Rule 2006 (as amended).

Note: Such appeals are described in Clauses 3.2, 4.2 and Part 5 of University of Sydney (Student Appeals Against Academic Decisions) Rule 2006 (as amended).

24 Rescissions and replacements

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

(1) Postgraduate: Degree of Doctor of Philosophy
(2) Higher degree theses policy
(3) Oral examinations of PhD Theses at the University of Sydney
(4) PhD: Appointment of Additional Examiner as Assessor
(5) PhD: Submission of Doctor of Philosophy Theses containing published work
(6) Proof reading and editing of theses and dissertations
(7) Submission of treatise containing published work
NOTES

Thesis and Examination of Higher Degrees by Research Policy 2015

Date adopted: 12 November 2014

Date amended: 28 October 2015, commencing 1 January 2016
12 April 2016
17 August 2016, commencing 19 September 2016
2 November 2016, commencing 16 November 2016
31 March 2017 (administrative amendment only)
11 May 2017 (administrative amendment only)

Administrator: Director, Graduate Research

Review date: 1 January 2020.

Related documents:

- University of Sydney (Higher Degree by Research) Rule 2011
- Academic Honesty in Coursework Policy 2015
- Academic Honesty Procedures 2016
- Cotutelle Scheme Policy
- External Interests Policy 2010
- Honorary Titles Policy 2013
- Privacy Policy 2013
- Supervision of Higher Degree by Research Students Policy 2013
- Privacy Management Plan 2013
# AMENDMENT HISTORY

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<td>Minor amendments</td>
<td>11 May 2017</td>
</tr>
<tr>
<td>Notes</td>
<td>Delete reference to Final thesis submission guidelines</td>
<td>11 May 2017</td>
</tr>
<tr>
<td>6</td>
<td>Consequential amendments arising from organisational design changes</td>
<td></td>
</tr>
<tr>
<td>13(9)(c)-(f); 21(2)</td>
<td>Consequential amendments arising from the University of Sydney (Delegations of Authority – Academic Functions) 2016</td>
<td></td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Kate Small, University Quality Manager</th>
</tr>
</thead>
</table>
| Reviewer/Approver        | Associate Professor Tony Masters, Chair of the Academic Board  
Professor Stephen Garton, Provost and DVC |
| Paper title              | Proposal for thematic Academic Board – University Executive  
Faculty Reviews Phase 5 |
| Purpose                  | To seek Academic Board endorsement of the proposed review process  
and themes for the next phase of joint Academic Board-UE reviews of  
faculties, scheduled to run from 2018-2022. |

RECOMMENDATIONS

That the Academic Standards and Policy Committee recommend that the Academic Board:
(1) endorse the proposed model of thematic reviews for the next five-year phase of joint Academic  
Board – University Executive reviews of faculties and University schools;
(2) endorse the theme of “Student Wellbeing and Safety” for review in 2018; and  
(3) note the themes proposed for future years (to be finalised annually to ensure alignment with  
contemporary priorities).

EXECUTIVE SUMMARY

This paper proposes that the next five-year phase of joint Academic Board-University Executive (AB-UE) reviews of faculties should be conducted as an annual thematic review across faculties and University schools. These thematic reviews would supersede the current practice of comprehensive review of individual faculties, providing greater opportunity for faculties, University schools and portfolios to focus and collaborate on key issues as well as reducing the administrative impost of the review process.

The proposed theme for the first year of the new process in 2018 is Student Wellbeing and Safety, an issue of critical importance to the University which has also become the subject of regulatory attention from TEQSA following the Australian Human Rights Commission’s Change the Course report. Themes identified for future reviews include Research Training and Training Needs Analysis, Support and Development for Casual Academic Staff, Graduate Outcomes and Tracking, Multidisciplinary Study, Assessment and Learning Outcomes, Student Placements and Projects.

BACKGROUND / CONTEXT

The Academic Board has conducted quality assurance reviews of individual faculties on a series of five-year cycles (known as “Phases”) since 1997. The earlier cycles were focused primarily on compliance with policy, but the remit of the reviews has expanded over time. The current cycle (Phase 4) has been conducted in collaboration with the University Executive and considers all aspect of a single faculty’s activities including resources, teaching, research, enrolments, staffing and student outcomes. Administrative and logistical support for the reviews is provided by the Provost’s Office.

In early 2017, a working group comprised of representatives from the Academic Board, the Provost’s portfolio, Strategy and Higher Education Policy and Projects met to plan the next Phase of reviews. This group agreed that individual faculty reviews, while useful, would not be the best approach going forward; comprehensive reviews are too broad to allow for deep examination of key issues, would be difficult to execute effectively in the large faculties of the new organisational design, and duplicate other monitoring now underway as part of the 2016-2020 strategy or routine operational reporting.
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The group proposed that a thematic approach would allow for a more focused examination of an important issue or issues across faculties and University Schools and increase the University's capacity to monitor the quality of its operations with regard to strategic priorities and the new Higher Education Standards Framework. This view was endorsed by UE in May 2017, following which a working group comprised of the Chair of the Academic Board, the Provost and Deans or their representatives from a number of faculties and University schools met to consider possible themes and develop this proposal.

ISSUES

1. REVIEW PROCESS
The move to thematic reviews will be a significant change in practice with implications for faculties, University schools and central portfolios. Key changes are shown in the table below.

<table>
<thead>
<tr>
<th>Thematic review (proposed)</th>
<th>Single-faculty review (current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject of review</td>
<td>Single theme (selected jointly by UE and AB)</td>
</tr>
<tr>
<td>Unit of analysis</td>
<td>Faculties and University Schools; may also include individual schools or centres, depending on theme</td>
</tr>
<tr>
<td>Timing</td>
<td>Annually</td>
</tr>
<tr>
<td>Review Panel</td>
<td>AB Chair, Provost, internal academic staff, internal and external thematic academic and professional experts as determined by AB Chair in consultation with Provost.</td>
</tr>
<tr>
<td>Terms of Reference</td>
<td>Vary by theme; to be approved by UE and AB</td>
</tr>
<tr>
<td>Background information</td>
<td>Provost’s office provides all faculties and University schools with data and other information (e.g. policies, legislation, extracts from strategy, case studies, information from portfolio/s) relevant to review theme</td>
</tr>
<tr>
<td>Faculty/University school Self-evaluation report (SER)</td>
<td>Minimal (approx. 5 pages identifying key issues)</td>
</tr>
<tr>
<td>Review process</td>
<td>Review of SER and small number of detailed conversations/panels with faculty and University school experts and students and other stakeholders as required</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Provided by the review panel; consider action or outcomes to be pursued pan-faculty and with portfolios as well as within individual faculties and University schools.</td>
</tr>
<tr>
<td>Acceptance/Approval of recommendations</td>
<td>Faculties, University Schools and portfolios have a month to comment before report and recommendations are presented for approval at UE and AB.</td>
</tr>
<tr>
<td>Monitoring and follow-up</td>
<td>Annual report by all faculties, University schools and nominated portfolios to AB and UE until all recommendations implemented or superseded.</td>
</tr>
</tbody>
</table>
Non-Confidential

2. THEMES

The proposed theme for the first year of the new process in 2018 is Student Wellbeing and Safety. This is an issue of critical importance to the University which has also become the subject of regulatory attention from TEQSA following the Australian Human Rights Commission’s Change the Course report. Conducting a thematic review of the University’s approach and initiatives in this area would allow the University to internally socialise and consolidate work toward a safer community that has been underway for some time including work to prevent and support victims of sexual harassment and assault, the introduction of the 1800 SYD HLP hotline and improved complaints handling processes. It will also provide a forum for the consideration of student wellbeing more generally, the intersection of University and faculty services and programs, the needs of specific cohorts, the role and responsibilities of the new Associate Dean (Student Life) position, and to ensure the University’s compliance with Higher Education Standard 2.3 Wellbeing and Safety.

Possible themes for future reviews include:

- **Research Training and Training Needs Analysis** – this was identified as an issue in many of the Phase 4 reviews.
- **Student Placements and Projects** – the quality of the student experience, achievement of learning outcomes, and the adequacy of policy, procedures and agreements governing placements and projects should be a high priority as increasing numbers of students undertake these study options.
- **Support and Development for Casual Academic Staff** – this has been identified as an area in which there may be opportunity to strengthen current processes and practice.
- **Graduate Outcomes and Tracking** – this is a key University performance metric, but current tracking mechanisms and graduate survey response rates are sub-optimal. Both University-wide and faculty/University-school level action to address this issue may be required.
- **Multidisciplinary Study** – review of the uptake and quality of OLE and multidisciplinary study pathways should be a priority as students start to move through the new UG curriculum.
- **Assessment and Learning Outcomes, including Graduate Qualities (GQs)** – review of student achievement of GQs and how these are assessed should be a priority as students move through the new UG curriculum.

**FINANCIAL CONSIDERATIONS**

No changes to current funding or resourcing arrangements are anticipated. The Provost’s Office will continue to provide administrative and logistical support for the review process. Faculties and University schools will benefit from a lesser administrative burden as a result of more tightly focused self-evaluation and interview processes, but this will likely be offset by the increased frequency of reviews (annually instead of every five years).

**RISKS / BENEFITS**

There are no significant risks associated with adopting a thematic approach to reviews; items no longer included in the reviews are covered by strategy KPIs or other routine monitoring processes. The anticipated benefits of the thematic approach include a tighter focus and deeper analysis of key issues, better alignment with strategic and regulatory priorities, greater comparability of data across faculties, increased involvement by the portfolios, and improved opportunities for faculties to collaborate with each other and with the portfolios to share best practice or identify underlying issues. Associated changes to review processes including streamlined self-evaluation reporting requirements and a more targeted approach to interviews/consultation should also reduce the administrative impost of the review process.
<table>
<thead>
<tr>
<th>Submission To</th>
<th>Academic Standards and Policy Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>7 November 2017</td>
</tr>
<tr>
<td>Item No</td>
<td>4.1</td>
</tr>
</tbody>
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IMPLEMENTATION

If agreed at UE and the Academic Board, planning will commence for 2018 immediately. This will include the development of a formal terms of reference and review timeline and process, which will be subject to Academic Board and UE approval. Selection of the theme for subsequent reviews will take place at least 12 months ahead of the scheduled review.

COMMUNICATION

n/a
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<table>
<thead>
<tr>
<th>Author</th>
<th>Hugh O’Dwyer, Policy and Project Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Peter McCallum, Director Educational Strategy</td>
</tr>
<tr>
<td>Paper title</td>
<td>Policy changes</td>
</tr>
<tr>
<td>Purpose</td>
<td>To seek the Academic Board's approval of the proposed Guidelines on Majors, and policy changes arising from curriculum implementation and from an audit against the Higher Education Standard Framework.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Board:
(1) approve changes to the Learning and Teaching Policy 2015 arising from curriculum implementation and an audit against the Higher Education Standards Framework;
(2) recommend that the Deputy Vice-Chancellor (Education) approve changes to the Learning and Teaching Procedures 2016 arising from curriculum implementation and an audit against the Higher Education Standards Framework; and
(3) recommend that Senate rescind the policy Equal Opportunity in Education, noting that this policy has now been incorporated into the Learning and Teaching Policy 2015, with effect from 1 January 2018.

EXECUTIVE SUMMARY

In 2015-2016, policy amendments were progressively made to capture elements of the new curriculum initiatives in the Strategic Plan 2016-2020. In the main, these were:

- December 2015: Graduate Qualities for Undergraduate Degrees (Learning and Teaching Policy 2015)
- July 2016: Curriculum framework – requirements for Liberal Studies degrees, Specialist degrees and Professional degrees (Coursework Policy 2014) and requirements for Curriculum Components (Learning and Teaching Policy 2015)

In addition, at the meeting of 10 October 2017, the Academic Board approved a separate round of policy initiatives (Learning and Teaching Policy 2015, Learning and Teaching Procedures 2016, Student Placement and Projects Policy 2015, and Educational Services Agreements Policy 2017) arising from an audit against the Higher Education Standards Framework (HESF).

Further policy amendments are necessary to address issues arising from implementing the new curriculum, and additional initiatives consequential to the renewed HESF. Therefore, it is proposed that amendments to the Learning and Teaching Policy and Procedures are approved by the Academic Board to ensure alignment with the HESF and the new curriculum.

In summary the proposed changes recommended for approval by the Academic Board are:

2. Nomenclature of degrees in the Learning and Teaching Procedures (Attachment 1).
3. Governance of transcripts in the Learning and Teaching Policy (Attachment 2) and Learning and Teaching Procedures (Attachment 1).
4. Authority to offer units of study (Attachment 2).
5. Majors in 192 credit point professional and specialist degrees in the Learning and Teaching Policy (Attachment 2).
6. University response the Group of Eight (Go8) Quality Verification System (QVS) review in the Learning and Teaching Procedures (Attachment 1 and Attachment 3).
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CONTEXT

This paper proposes amendments to the Learning and Teaching Procedures 2016 and the Learning and Teaching Policy 2015. The amendments to these documents are based on implementation of the new curriculum and ensuring University alignment with the HESF.

The University of Sydney's new curriculum will commence in 2018. To align with the curriculum changes from next year, a range of amendments pertaining to the new curriculum are proposed in this paper. Guidelines on majors have been developed for insertion into the Learning and Teaching Procedures in order to guide the development of projects and ensure capacity for a second major where possible, without impinging on other areas of the curriculum. Additionally, the Procedures will contain amendments to Section 12 ‘Academic records on graduation’ to reflect the nomenclature on the title and testamur of Liberal Studies degrees and the title on combined degrees with the Bachelor of Advanced Studies. The default number of testamurs provided for combined (single testamur) and double degrees (separate testamur for each degree) is clarified (unless the degree resolutions state otherwise). Delegation is clarified around authority over the governance of what appears on transcripts in the Learning and Teaching Policy and Procedures. The determination over what is included in the transcript is to occur in consultation with the Chair of the Academic Board, the Deputy Vice Chancellor (Education), and the Heads of the Student Model and Sydney Student teams. Ensuring there is further clarity regarding the role of faculties in offering units of study, and the unit level credit point requirements of professional and specialist undergraduate degrees (of 192 credit points or more) is also canvased in the policy changes proposed in this paper.

The HESF is established under the Tertiary Education Quality and Standards Agency Act 2011 and sets out threshold standards for higher education in Australia. Universities are required to meet or exceed the threshold standards and are audited in this regard by TEQSA. Meeting the standards is one of the minimum requirements for accreditation as an Australian University as set out in Part B of the standards. Section 5.3 of the HESF requires institutions to subject courses to periodic review, which includes external referencing or other benchmarking activities. Aligning with this section of the HESF, the QVS review provides an externally referenced quality assurance process by reviewing academic standards at all levels of achievement across Go8 institutions. The University has participated in the review process since 2011, providing public assurance that learning outcomes are comparable with world leading universities. The reviews are conducted by academics from Go8 Universities, whereby reviewers evaluate the appropriateness of learning outcomes and assessment tasks for each unit of study provided for review, and assess whether each sampled item of student work received an appropriate grade.

Additionally, Section 2.1 of the HESF highlights the importance of ensuring there are opportunities for academic success regardless of a student’s background. To better reflect the intent of this standard, it is proposed that the Learning and Teaching Policy is amended to include a clause pertaining to equal opportunity.

The proposed amendments to address these issues are summarised in the table below.

<table>
<thead>
<tr>
<th>Table 1: Policy and Procedure amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy/Procedure</td>
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<tr>
<td>Attachment 1</td>
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</table>
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13(11).
Deletion of clause 12(1).

Schedule 3 ‘Group of Eight (Go8) Quality Verification System (QVS) Review Report’ added.

Section 3(2) definition of ‘Table A’ added.

Definitional amendment made post-ASPC.

Amendments to existing clauses in Section 12 and insertion of new clauses: 12(4) – 12(8).

Amendments pertaining to nomenclature of degrees.

Clause 12 (2) added.

Amendments pertaining to the governance of transcripts.

Amendments pertaining to the governance of transcripts.

Addition to clauses 24(9) - 24(11).

New section 8 to part 23

23(3)(c)

Amendment clarifying existing function in approving the forwarding of proposals for new, amended and deleted courses to the Curriculum and Course Planning Committee and the Academic Board.

Amendments reflecting changes to majors in 192 credit point, specialist and professional degrees.

Amended ‘11A Equality of opportunity’ Clause 10(a) – 10(f)

Amendments pertaining to equal opportunity.

Section 6 – definitions added: ‘graduation statement’ and ‘Research Pathway Masters Degree’. Additional sentence added to definition of ‘specialisation’ to reflect Research Pathway Masters Degrees.

Definitional amendments made post-ASPC.

ISSUES


The Learning and Teaching Policy currently specifies the dimensions and characteristics of majors in undergraduate degrees, including the requirement for a 3000 level unit involving the completion of a project that requires the integration of disciplinary knowledge and skill, and for a 3000 level unit in which the student can demonstrate disciplinary expertise in an interdisciplinary context (a note confirms that these can be the same unit and that, where a suitable unit exists, these requirements may be acquitted for two majors through the same unit).

During 2016, additional discussion on the purpose and distinctiveness of majors took place in order to develop guidelines on acceptable levels of overlap between majors. Guidelines on pre-requisites and assumed knowledge were also developed in order to ensure that the requirements of taking a major did not impinge on other areas of the curriculum and to ensure, where appropriate, that the capacity for a second major existed.

The paper, Project Units in Undergraduate Degrees, has developed additional principles around project units and these have been distilled into clauses 5 and 6 of the guidelines for insertion into policy. These clauses are
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aimed at guiding the development of projects in a way that allows both disciplinary and interdisciplinary projects within a major, and establish a common framework so that, where appropriate multi-faculty projects exist, they can be appropriately coordinated.

The proposed Guidelines are included as a Schedule to the attached Learning and Teaching Procedures (Attachment 1).

The proposed guidelines have been refined to incorporate feedback received by the Degree Advisory Working Group (DAWG) on 21 September including:

- Clause 6(b) removal of the phrase ‘normally outside of the discipline’ as this would prevent students applying disciplinary skills to a broad range of projects.
- Clause 6(e) removal of the clause to enabling students to count one project towards the requirements of two majors as this is contradictory to clause 2(a) which restricts overlap of core units to the first year of two majors. This clause is retained within the Learning and Teaching Policy however if a student wants to count one project towards two majors they will need to seek approval.

2. Nomenclature of degrees

During 2016, there was discussion at the Generalist Undergraduate Degree Working Party of SEG on the way in which majors, programs and streams would be represented on testamurs and transcripts in Liberal Studies degrees.

In brief up to two majors, programs or streams would be indicated in brackets after the title of the degree or combined degree. Honours would be indicated as ([discipline] Honours). Minors would be recorded on the transcript but not on the testamur.

For example:

Bachelor of Science (Chemistry).
Bachelor of Commerce (Banking, Finance).
Bachelor of Arts/ Bachelor of Advanced Studies (Media and Communications, Linguistics)
Bachelor of Science/Bachelor of Advanced Studies (Physics Honours, Mathematics)

The proposed change to the Learning and Teaching Procedures (12 (5)-(9)) is given in Attachment 1.

3. Governance of transcript

The Deputy Registrar has identified a need for governance about what can be placed on a student transcript. This would provide an orderly way of considering the addition of educational attainment in the curricular and co-curricular area over and above what is specified in the Learning and Teaching Policy. The principles for including information on a student transcript are that it should be an appropriate representation of a student’s educational achievement, that it should be verifiable so that the University can attest to the achievement with certainty and that it be available in a timely and efficient fashion so as not to interfere with graduation processes. It is proposed that the Deputy Vice Chancellor (Registrar) be given delegated authority in the Learning and Teaching Policy and Procedures to determine what is in the transcript and that this be done in consultation with the Chair of the Academic Board, the Deputy Vice Chancellor (Education), and the Heads of the Student Model team and Sydney Student team.

Proposed policy changes to achieve this in Learning and Teaching Policy (24 (9) and (10)) and Learning and Teaching Procedures (12 (2)) are detailed in Attachments 2 and Attachment 1 respectively.

4. The offering of Units of Study

The Learning and Teaching Policy gives responsibility for the management and quality improvement of units of study to faculties. Other University Policies, such as the University of Sydney (Student Appeals against Academic Decisions) Rule, and the Academic Honesty in Coursework Rule also give authority to faculties and individuals within faculties to hear appeals and manage academic integrity breaches. With the diversification of the curriculum, non-faculty units have contributed to the development of Service Learning and Open
5. Majors in 192 credit point professional and specialist degrees.

Current resolutions in the Learning and Teaching Policy about majors are designed on the basis of three year degrees. If applied to four year degrees, they would prevent a student taking advantage of the learning in senior units in the development of the disciplinary expertise that the major develops and require that a major be developed exclusively in the first three years.

To allow for a major to be developed in a four-year degree it is proposed that, in specialist and professional degrees of 192 credit points, a minimum of 12 credit points must be taken at 1000 and 2000 level units and that 18 – 36 credit points be taken over 3000 and 4000. The major would be 48 credit points as in 144 credit point degrees.

Proposed amendments to the Learning and Teaching Policy (18 (3) (e)) are provided in Attachment 2.

6. University response to the Go8 QVS

The Go8 quality verification process is a valuable component of the University’s approach to external assessment benchmarking. Additionally, Section 5.3 of the HESF requires institutions to subject courses to periodic review, which includes external referencing or other benchmarking activities. Therefore, it is important that a process for responding to the QVS reports is developed via an effective reporting mechanism to the University Executive (UE) and Academic Board (via UE-Education and ASPC respectively), and that this process is formalised within the Learning and Teaching Procedures 2016 (13 (8)-(11) (Attachment 1).

The Procedures do not currently address the QVS reviews and it is proposed that a new clause be included in the document to clarify the requirements for responding to completed Go8 reviews. Through this change, unit of study coordinators and Associate Deans (Education) for the unit of study reviewed by the Go8 will be asked to complete a pro-forma report template identifying how the feedback could be incorporated in future offerings of the unit of study (or similar units of study) (Attachment 3). The report will also seek advice from Associate Deans (Education) on how the QVS feedback could be utilised to enhance educational offerings across the relevant School or Faculty. Mirroring the QVS review document, the report template for responding to the QVS reviews is intended to be straightforward and accessible, with sufficient scope for program coordinators and Faculty Associate Deans (Education) to provide suggested approaches for addressing reviewer feedback. In addition to responding to QVS review feedback, program coordinators that participated in the review will be asked to develop an action plan for implementing changes recommended in the review. Following the completion of the report, Faculties will be asked to provide advice on the results or outcomes of actions taken to address reviewer feedback.

7. Equal opportunity amendments in the Learning and Teaching Policy

There is an Equal Opportunity in Education Policy (Attachment 4), approved by Senate in 1990, which was aimed at ensuring that all current and potential University students have an equal opportunity to succeed. It is proposed that for the purpose of consolidation and improved clarity, a paper is submitted to Senate seeking the rescinding of the Equal Opportunity in Education Policy, and replacing it with a clause in the Learning and Teaching Policy (Attachment 2), Part 2 ‘The nature of education at the University’ (11A).

CONSULTATION

The consultation timeline for the changes pertaining to the new curriculum is outlined in the table below. In addition to feedback provided via these committees, feedback received from the DAWG on 21 September has informed adjustments to the proposed Guidelines on Majors in the Learning and Teaching Procedures (Attachment 1).

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date (2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Executive Education Committee</td>
<td>9 October</td>
</tr>
</tbody>
</table>
The changes proposed in this memo also include amendments to the Learning and Teaching Policy and Procedures to align with the renewed HESF. The procedural amendments pertaining to the Go8 QVS were tabled at the 6 November meeting of the UE Education Committee and the 14 November meeting of the Academic Standards and Policy Committee. The equal opportunity amendments to the Learning and Teaching Policy were endorsed by ASPC at the 14 November meeting.

Amendments were also made to the Learning and Teaching Policy and Procedures documents after they were tabled at ASPC. Changes to the Procedures included adding the definition of ‘Table A’ in 3(2) and changes to the proposed amendments at 13(7)-13(11) to clarify that the Deputy Vice-Chancellor (Education) is responsible for providing QVS reports to faculties and that relevant Associate Deans (Education) are responsible for responding to the reports. Stylistic changes (such as rearranging text, creating new clauses out of existing text, and numbered itemisation of lists) have been made to the amendments at 12(4)-12(8). Additionally, definitions have been added to Schedule Four to provide greater clarity. The Policy contains further definitional amendments (Section 6), adding ‘graduation statement’ and ‘Research Pathway Masters Degree’, and an additional sentence to the definition of ‘specialisation’ to reflect Research Pathway Masters Degrees. Reference to Coursework Policy 2014 and Assessment Procedures 2011 added to 11A, and an additional clause at 24(11) was added to clarify responsibility for issuing graduation statements. Stylistic changes have also been made throughout the document by the Policy Management Unit.

**ATTACHMENTS**

- **Attachment 1:** Learning and Teaching Procedures 2016 – with draft amendments
- **Attachment 2:** Learning and Teaching Policy 2015 – with draft amendments
- **Attachment 3:** Draft Group of Eight (Go8) Quality Verification System (QVS) Review Report template
- **Attachment 4:** Equal Opportunity in Education Policy 1990
LEARNING AND TEACHING PROCEDURES 2016

Issued by: Deputy-Vice Chancellor (Education)
Dated: 29 June 2016, commencing 26 July 2016
Last amended: 10 October 2017

Signature:
Name: Professor Philippa Pattison, Deputy Vice-Chancellor (Education)

1 Purpose and application
(1) These procedures are to give effect to the Learning and Teaching Policy 2015 ("the policy").
(2) These procedures apply to the learning and teaching in coursework award courses.

2 Commencement
These procedures commence on 25 July 2016.

3 Interpretation
(1) Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policy.
    Note: See clause 6 of the policy.
(2) In these procedures:

- **CCPC** means the University Executive Curriculum and Course Planning Committee.
- **change** in relation to an award course or unit of study, includes an amendment to, or deletion of, the award course or unit of study.
- **faculty** includes where appropriate, University school. In relation to the Bachelor of Advanced Studies, a reference to a faculty includes a reference to the Board of Interdisciplinary Studies.
- **Group of 8** means the system for benchmarking student achievement and
Quality Verification System
Sydney Student
Sydney Research Seminars
Table A
Unit of Study Master File
USS

4 Process for approving new or changed courses

(1) No new or changed course may be advertised or offered until approval or preliminary approval has been obtained, as specified in this clause.

(a) It is the responsibility of the relevant Deans and faculty managers to ensure that necessary approvals are obtained in good time to meet any applicable external or internal deadlines. Meeting schedules are available on the relevant committee websites.

Note: Meeting schedules are available on the relevant committee websites
Academic Board meeting dates;
Academic Board committee dates;
CCPC meeting dates;
UE meeting dates.

(b) Key dates include:

(i) cut off dates for notifying Year 10 students of changes that may affect HSC subject selection;
(ii) cut-off date for the Universities Admissions Centre Guide for admissions in the subsequent calendar year;
(iii) deadline for publication of the faculty handbook for the subsequent year; and
(iv) finalisation date for the units of study master file for the subsequent year.

(2) The Academic Board may provide a preliminary approval for new or changed courses before the required endorsements are obtained if the new or changed course may affect students' subject choices for Year 11 and Year 12 (for example, the establishment of a pre-requisite).
(3) Faculties proposing new or changed courses must provide notice of the proposed change to any other faculty or school which might be affected by it before submitting an expression of interest or proposal (as appropriate).

(4) Faculties wishing to make a minor change to an existing course are not required to comply with subclauses 4(3) to 4(7) inclusive, but may instead:

(a) develop a full proposal as required by subclause 4(6);
(b) submit it to the relevant Academic Board committee; and then
(c) follow the remainder of the process set out in this clause.

(5) Faculties wishing to introduce a new course or to make a major change to an existing course must submit an expression of interest to the CCPC before work commences on developing the new or changed course.

(6) Expressions of interest must:

(a) explain the strategic rationale for the course or changed course;
(b) briefly outline the business case;
(c) identify potential issues which may arise in the development process; and
(d) be submitted in the form prescribed by the CCPC.

Note: Expression of interest forms are available from the staff intranet.

(7) The CCPC will consider the expression of interest and determine whether to recommend it to the University Executive for endorsement.

(a) The CCPC may request a faculty representative to attend at a meeting of the CCPC explain the case for the new or changed course.

(8) If the University Executive endorses the expression of interest, the faculty may then develop a full course proposal, using the template determined by the Academic Board for that purpose.

Note: Course proposal forms are available from the staff intranet

(9) Proposals for changed courses must include details of transitional arrangements to ensure that students already enrolled in the course are not disadvantaged.

(10) The full proposal must then be submitted for review and endorsement to:

(a) the CCPC, and if endorsed
(b) the Undergraduate or Graduate Studies Committee (as appropriate) of the Academic Board.

(11) Once the endorsement of the Undergraduate or Graduate Studies Committee has been obtained, the full proposal may be submitted to the Academic Board for approval.

(12) In considering proposals for new or amended courses, the chairs of committees whose endorsement is sought may form small working parties to consider proposals and report on them.

5 Matters to be considered in relation to proposals for new or changed courses

(1) Decision makers must take the following matters into consideration before endorsing or approving a new award course or changes to an existing award course:
(a) the academic need for, and merit of, the proposed course or change;
(b) the aims of the course, including how it will meet faculty and University goals;
(c) whether, and how, the proposed course or change will maximise internal collaborations;
(d) the learning outcomes, and the effectiveness of plans for their development and assessment;
(e) alignment of the learning outcomes with the graduate qualities, and the effectiveness of plans for developing and assessing achievement of the graduate qualities;
(f) the extent and effectiveness of consultation undertaken with relevant faculties and schools, and where appropriate, external accreditation bodies;
(g) consistency with University policies and procedures, and any applicable external requirements;
(h) potential resource impacts, including:
   (i) workload implications;
   (ii) financial sustainability;
   (iii) impact on University libraries;
   (iv) impact on information and communications technology;
   (v) impact on physical spaces and learning environments; and
   (vi) impact on resources of other faculties, schools and departments;
(i) the availability and appropriateness of mechanisms for evaluating and, if necessary improving:
   (i) quality;
   (ii) delivery; and
   (iii) academic outcomes.

6 Process for approving new or changed units of study

(1) No new or changed unit of study may be advertised or offered until approval has been obtained, as specified in this clause.

(a) It is the responsibility of the relevant Deans and faculty managers to ensure that necessary approvals are obtained in good time to meet any applicable external or internal deadlines. Meeting schedules are available on the relevant committee websites.

Note: Meeting schedules are available on the relevant committee websites.
Academic Board meeting dates;
Academic Board committee dates;
CCPC meeting dates;
UE meeting dates.

(b) Key dates include:
(i) deadline for the publication of the faculty handbook for the subsequent year;
(ii) finalisation date for the units of study master file for the subsequent year; and
(iii) deadlines set by faculties for the approval of units of study.

(2) Faculties, or where relevant the Deputy Vice-Chancellor (Education), proposing new or changed units of study must:
   (a) provide advance notice of the proposed change to any faculty or school which might be affected, particularly those offering award courses in which the unit of study is listed in the unit of study table, before seeking approval; and
   (b) submit proposals for approval in the relevant faculty-approved template.

(3) Proposals for new or changed units of study which are, or are proposed to be, under the faculty's academic direction in a degree of the faculty must be:
   (a) approved by the faculty; and
   (b) where the changes result in a change to award course requirements or the table of units of study for an award course, approved by the Academic Board.

(4) Proposals for new or changed units of study which are, or are proposed to be, under the faculty's academic direction in the shared pool of units of study available across all Liberal Studies Bachelor Degrees must be:
   (a) endorsed by the unit of study co-ordinator, or in the case of new units of study, the relevant head of school;
   (b) approved in terms of rationale, curriculum, assessment and learning outcomes by the faculty; and
   (c) approved for inclusion in the shared pool by the Board of Interdisciplinary Studies.

(5) Proposals for new or changed units of study which are not, or are proposed not to be, under a faculty's academic direction but will be included in the shared pool of units of study available across all Liberal Studies Bachelor Degrees must be:
   (a) endorsed by the Deputy Vice-Chancellor (Education); and
   (b) approved by the Board of Interdisciplinary Studies.

(6) Units of study which are, or are proposed to be, included in the open learning environment, Sydney Research Seminars, or interdisciplinary units of study available across all Liberal Studies Bachelor Degrees, or offered to all students as specified in the degree resolutions, must be:
   (a) endorsed by the Deputy Vice-Chancellor (Education) or the faculty; and
   (b) approved by the Board of Interdisciplinary Studies.

(7) Faculties and the Board of Interdisciplinary Studies (as appropriate) must report approved new or changed units of study to the Undergraduate or Graduate Studies Committee of the Academic Board (as appropriate) at least annually.

7 Award course resolutions

(1) Award course resolutions must specify, as a minimum:
(a) the course code;
(b) attendance patterns;
(c) requirements for admission to candidature;
(d) requirements for the award course including credit point values, units of study that may be taken for credit and mandatory units of study;
(e) streams available in the award course;
(f) programs available in the award course;
(g) majors available in the award course;
(h) minors available in the award course;
(i) requirements for streams, programs, majors, minors and, where appropriate, the degree core;
(j) progression rules;
(k) restrictions on enrolment;
(l) time limits, if different from those specified in the faculty resolutions or the University of Sydney (Coursework) Rule 2014;

Note: Award course resolutions may not extend the maximum time for completion of a coursework degree, which is provided in the University of Sydney (Coursework) Rule 2014;

(m) cross institutional study and exchange, if not as specified in the faculty resolutions;
(n) requirements for admission to, and for the award of honours, if available;
(o) award of the degree including grades of the degree or grades of honours that may be awarded; and
(p) any transitional arrangements relating to the resolutions.

8 Faculty resolutions

(1) Faculty resolutions may include resolutions about:
(a) course enrolment, including enrolment restrictions, time limits, suspension, discontinuation and lapse of candidature and recognition of prior learning;
(b) unit of study enrolment, including cross-institutional study and international exchange;
(c) study and assessment, including attendance and participation, late submission, and arrangements, if any, for re-assessment;
(d) progression and award including satisfactory progress, awards, award and grades of honours, medals and weighted average marks used in addition to the provisions of the Coursework Policy 2014; and
(e) transitional arrangements.

9 Faculty handbooks

(1) Faculty handbooks must specify:
(a) a description of the faculty structure, including schools, disciplines and departments;
(b) the faculty teaching calendar for the year;
(c) any local provisions in the faculty;
(d) in relation to each award course offered by the faculty:
   (i) the award course resolutions;
   (ii) any applicable faculty resolutions;
   (iii) the intended learning outcomes and graduate qualities;
   (iv) the approved minimum learning commitments;
   (v) the approved learning experiences;
   (vi) the assessment process and standards; and
   (vii) expected prior learning;
(e) in relation to each unit of study offered by the faculty:
   (i) a brief description;
   (ii) assessment summary;
   (iii) pre- and co-requisites; and
   (iv) the relationship of the unit of study to the overall learning outcomes and experience for the award course.

10 Unit of study outlines

(1) Unit of study outlines must contain:
   (a) a concise statement of the learning outcomes;
   (b) a list of objectives, expressed in terms of how that knowledge will be assessed;
   (c) a concise statement of the links between the learning outcomes and the graduate qualities;
   (d) a brief description of the contribution of the unit to the different award courses in which the students may be enrolled;
   (e) information about academic integrity and the checking of written assignments through similarity detection software;
   (f) links to compulsory modules relating to academic honesty;
   (g) advice on:
      (i) attendance and class requirements;
      (ii) the methods of assessment to be used; and
      (iii) the weighting of each assessment;
   (h) names and contact details of relevant teaching and administrative staff.

(2) Unit of study outlines may also contain, where appropriate, assignment questions and assessment tasks.

(3) The Deputy Vice-Chancellor (Education) may prescribe a template for unit of study outlines, in which case the template must be used for all unit of study outlines.
11 Learning management systems

(1) An LMS website must contain:

(a) an introduction and rationale for the unit of study;
(b) the aims and learning outcomes;
(c) the contribution that the aims and learning outcomes of the unit make to learning outcomes and graduate qualities for the award course;
(d) an outline of the curriculum for the unit and a schedule of learning activities (lectures, seminars, tutorials, workshops, practicals, laboratories, online learning, field trips, work placement, independent study or other);
(e) minimum learning commitments and attendance requirements for learning activities, and guidelines on time to be allowed for private study and assessment preparation;
(f) the assessment process, standards and criteria, including a detailed breakdown of each assessment task, its contribution to the final mark, deadlines and closing dates for submission of work;
(g) any relevant expectations relating to group work, professionalism in work-integrated learning situations and other matters;
(h) any penalties that apply for poor attendance or late submission;
(i) mandatory or recommended prior learning;

Note: This information should also be provided to prospective students as early as possible, through the University’s “Find a Course” website.

(j) reference and links to relevant University policies, including, as a minimum the Academic Honesty in Coursework Policy 2015 and the requirements for special consideration in the Coursework Policy 2014 and Assessment Procedures 2011;

(k) a notification to students indicating that participation in the unit of study permits de-identified information about their learning experience and interaction with learning resources to be used for the purpose of improving the student experience of learning;

(l) information, where relevant, about the recording of lectures delivered and automatically captured in University-owned lecture theatres;

(m) the use of the text-matching tool on the University’s LMS for student text-based assignments;

(n) details of changes made to the unit as a result of student feedback and student experience from the previous time the unit was offered.

(2) Each LMS must be designed to include the capacity for:

(a) submitting written assignments online; and
(b) for text-based assignments, checking submitted work with similarity detection software.

(3) Read-only access to the LMS site for a unit of study must be provided to:

(a) students;
(b) unit of study co-ordinators;
(c) all teachers and tutors in the award course;
(d) relevant library staff, for the purpose of facilitating availability of relevant library resources;

(e) relevant educational integrity co-ordinators, for the purposes of conducting an investigation into suspected academic dishonesty;

(f) relevant staff of the Disability Support Office, for the purposes of recommending adjustments for students registered with that office; and

(g) any other member of staff to whom the Deputy Vice-Chancellor (Education) directs that such access should be provided.

4 Editing access to the LMS site for a unit of study must be provided to the unit of study co-ordinator and any other person nominated by the unit of study co-ordinator.

12 Academic records on graduation

(1) An academic transcript is a complete record of the student’s studies at the University and must state:

(a) the graduate’s name;

(b) the award course;

(c) any specialisation, stream, major or minor achieved;

(d) each unit of study attempted with:

   (i) the semester and year of the attempt;

   (ii) the credit point value;

   (iii) the mark; and

   (iv) the grade.

(2) A certificate of graduate status must list the degree name and the graduation date but not the units of study.

(3) A degree statement (testamur), is the legal statement of the student’s attainment of the degree, and must state:

(a) the degree or degrees awarded;

(b) the authority under which it is awarded;

(c) the title of the award;

(d) the name of the student to whom it is awarded;

(e) the date of conferral;

(f) any stream, program or major (with a maximum of two majors); and

(g) where relevant, the honours discipline and grade of the degree or honours awarded.

(4) For a Liberal Studies Bachelor Degree:

(a) the title shown on the testamur and transcript must include:

   (i) the stream; or

   (ii) if no stream, the program; or

   (iii) if neither, the Table A major; and
(b) any second major; and
(c) must be styled as: Bachelor of [insert title], (insert stream, program or Table A major), (insert any second major).

(5) For any degree combined with the Bachelor of Advanced Studies:
   (a) the title shown on the testamur and transcript must include:
      (i) the stream; or
      (ii) if no stream, the program; or
      (iii) if neither, the Table A major; and
   (b) the second major; and
   (c) must be styled as: Bachelor of [insert title] / Bachelor of Advanced Studies (insert stream, program or Table A major), (insert second major).

(6) For any degree combined with the Bachelor of Advanced Studies with honours:
   (a) where honours is taken in the discipline of a Table A major, must be styled as: Bachelor of [insert title] / Bachelor of Advanced Studies ([insert discipline] honours, [insert second major]);
   (b) where honours is taken in the second major or in a major that differs from the stream, program, or Table A major (as applicable), must be styled as: Bachelor of [insert title] / Bachelor of Advanced Studies ([insert stream, program or Table A major, [insert second major or honours discipline] honours).

(7) A single testamur will be issued for combined degrees, including vertically-integrated degrees, unless otherwise required by the relevant award course resolutions.

(8) Separate testamurs will be issued for each degree for double degrees, unless otherwise required by the award course resolutions.

(4)

13 Quality assurance and evaluation

(1) Excellence of the student experience is evaluated through surveys of the student experience at two levels:
   (a) the degree or program level; and
   (b) the unit of study level.

(2) Degree or program level feedback is captured from both current students and recent graduates through external surveys. Educational data analytics from these surveys are reported by the Education Portfolio Quality and Analytics Team to the wider university community, including, but not limited to:
   (a) University Executive Education and Research Education Committees;
   (b) Academic Board;
   (c) Graduate Studies Committee of Academic Board;
   (d) Undergraduate Studies Committee of Academic Board;
   (e) Faculty Deans, Associate Deans and appropriate faculty boards and committees.

(3) Unit of study level feedback is captured through the Unit of Study Survey (USS).
(a) The USS is administered online, using Sydney Student data to generate the list of units of study to be surveyed each teaching session, and to access the contact details of students enrolled in them.

(b) The USS includes six common quantitative items, and two common qualitative items and up to four faculty specific quantitative items and one qualitative item.

(c) For each unit of study, a faculty administrator is responsible for:
   (i) checking that the unit of study co-ordinator details are correct;
   (ii) setting appropriate open and close dates for the survey; and
   (iii) indicating which faculty specific variant of the USS is to be used.

(d) Unit of study co-ordinators must check the details of the survey (sent as a pre-notification email two weeks prior to the survey open date). Changes should be requested through the faculty administrator.

(e) Students are emailed an invitation to participate in the USS on the survey open date. A reminder email will be emailed to all students who have not already completed the survey one week after the survey opens.

(f) Teachers may allow time in class for students to complete the survey on their smartphone, tablet or laptop.

(g) Unit of study co-ordinators will receive an email notification on the survey open date, and then an update one week later.

(h) Results are made available to the unit of study co-ordinators, the Dean, the Associate Dean, Education and other nominees of the Dean via the USS results portal.

(i) Results are made available to students (quantitative results only) via an email notification containing a link to their personalised survey portal. Co-ordinators can write a comment in response to the ratings and comments given by their students before results are released to students.

(j) Changes made to the unit of study as a result of student feedback and student experience from the previous time the unit of study was offered must be included in the LMS website for the unit of study.

(4) Quality assurance processes at all levels are summarised in Schedule One.

(5) Reviews of faculties and academic units will be jointly overseen by the Academic Board and University Executive, and will include a focus on teaching and learning, including curriculum development and research training.

(6) The review process will consist of the following stages:
   (a) initiation of the review;
   (b) appointment of a review panel;
   (c) review visit preparation;
   (d) submission of faculty self-evaluation report;
   (e) review panel meetings:
      (i) preliminary;
      (ii) consensus;
      (iii) review;
(f) preparation of review panel report by the office of the Provost, in consultation with the review panel;

(g) development of implementation plan.

**Note:** Further information about faculty review visits is available from the Academic Board website.

(7) The terms of reference for review panels are set out in Schedule Two.

(8) **External reference points** will be obtained by participating in the Group of 8 Quality Verification System and through other benchmarking reports commissioned by faculties.

(9) The Deputy Vice-Chancellor (Education) must:

(a) provide Group of 8 Quality Verification System reviewer reports to the relevant unit of study coordinators, Heads of School and Associate Deans; and

(b) table the reports at the University Executive Education Committee and the Academic Board Academic Standards and Policy Committee.

(10) The Associate Dean Education in relevant faculties is responsible for responding to Go8 Quality Verification System reviewer reports by completing the template in Schedule Three and, where appropriate, implementing action to address issues identified in the report.

(11) If a report does not identify issues warranting response or comment, the Academic Standards and Policy Committee may waive the requirement for a faculty response.

(7) —

# 14 Educational environments

**Note:** Standards (for learning environments) are monitored by the DVC (Education) Portfolio and are set by CIS in conjunction with ICT. The Learning Space Design Standard is available here.

The quality of educational environments will be measured through student and teacher evaluations of learning spaces.

**Note:** Standards (for learning environments) are monitored by the DVC (Education) Portfolio and are set by CIS in conjunction with ICT. The Learning Space Design Standard is available here.

## NOTES

**Learning and Teaching Procedures 2016**

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<th>29 June 2016</th>
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<td>20 July 2016</td>
</tr>
<tr>
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<td>26 July 2016</td>
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<tr>
<td>Date amended:</td>
<td>10 October 2017</td>
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**Insert date**

Administrator: Director, Educational Strategy  
Review date: 29 June 2021

**Related documents:**
- University of Sydney (Coursework) Rule 2014
- University of Sydney (Policies Development and Review) Rule 2011
- Learning and Teaching Policy 2015
- Academic Honesty in Coursework Policy 2015
- Code of Conduct for Students
- Coursework Policy 2014
- Academic Honesty Procedures 2016

**AMENDMENT HISTORY**

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<td>Renumbering of clauses 6 – 12</td>
<td>26 July 2016</td>
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<td>4(7); 4(8); Schedule One</td>
<td>References to Senior Executive Group (SEG) changed to University Executive (UE)</td>
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<td>13(2)(a)</td>
<td>Reference to Senior Executive Group (SEG) Research Training Committee changed to University Executive (UE) Research Education Committee</td>
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<td>4(1)(a); 6(1)(a); 13(6)(g)</td>
<td>Hyperlinks amended; administrative amendment only</td>
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<td>12(1)</td>
<td>Removal of clause referring to the Australian Higher Education Graduation Statement (AHEGS); subsequent clauses renumbered.</td>
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## SCHEDULE ONE

### Standards and methods for evaluating educational excellence

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

TERMS OF REFERENCE FOR ACADEMIC UNIT REVIEW PANELS

OBJECTIVES

Reviews of academic units aim to ensure their capacity to deliver teaching and learning, research and the best outcomes for society at the highest possible standard, and in a manner that is academically and financially sustainable and aligned with the University’s strategic goals.

ROLE OF PANEL

To achieve the objectives, the panel will:

(a) review and report on the academic unit’s goals, strategy and achievements in relation to:
   (i) teaching and learning, including curriculum development and research training;
   (ii) research and development;
   (iii) external relations;
   (iv) equity issues; and
   (v) internationalisation;
(b) assess and report on the alignment of the unit’s goals with the University’s strategic plan;
(c) assess and report on the allocation resources within the unit, and its strategies for managing and improving its financial performance in relation to:
   (i) teaching;
   (ii) research;
   (iii) other sources of income; and
   (iv) controls on expenditure;
(d) assess and report on the effectiveness of the unit’s organisational structure in delivery its strategy and achieving its goals;
(e) make recommendations for optimising teaching, research and benefit to society, in relation to the unit’s goals, strategy, resource allocation and sustainability;
(f) assess and make recommendations for the unit's course profile, in terms of academic excellence, demand, quality and sustainability.

MEMBERSHIP OF PANEL

(1) Panel members are appointed jointly by the Provost and the Chair of the Academic Board, each of whom may choose to sit on a review committee or nominate a representative to do so.

(2) Review panels will consist of five members, plus a chair. If appropriate, an additional two members may be appointed.
(3) Review panels will be comprised of at least:

(a) three senior academics with disciplinary or management knowledge relevant to the unit under review, and at least two of whom should be external to the University;

(b) a senior academic from within the unit under review, who is neither a dean or associate dean; and

(c) a member of the Academic Board nominated by the Chair of the Academic Board.
**SCHEDULE THREE**

**Group of Eight (Go8) Quality Verification System (QVS) Review Report**

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<td><strong>Date:</strong></td>
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<td><strong>Unit of Study:</strong></td>
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<td>Program Coordinator:</td>
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<td><strong>Faculty:</strong></td>
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<tr>
<td><strong>Associate Dean (Education):</strong></td>
</tr>
<tr>
<td><strong>Head of School:</strong></td>
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</table>

**Overall summary judgement of the subject (unit of study) by Go8 reviewer**

The learning outcomes, assessment tasks and assessment processes set for the subject I have reviewed were appropriate. Any recommendations made are for the purposes of enhancement to the subject and its assessment.

The learning outcomes, assessment tasks and assessment processes set for the subject I have reviewed were appropriate. HOWEVER, there are some risks to the future quality assurance of the subject and its assessment, as outlined in my recommendations.

There are immediate concerns or risks relating to the learning outcomes, assessment tasks and/or assessment processes set for the subject I have reviewed. These require immediate action on behalf of the University to prevent reoccurrence in the next review.

**Overall response to the review**

Do you have any feedback on the review report?

**Review of Specified Learning Objectives**

Could the scope and/or clarity of the learning objectives be improved based on QVS feedback?

If so, how should the course learning objectives be amended to reflect the intended outcomes of the unit and its contribution to course learning outcomes, including the University’s graduate qualities?

Response to comparison of learning objectives at other Go8 universities.

**Review of Assessment Tasks**

Response to suitability of assessment tasks – could assessments be modified to better align with unit learning...
| outcomes? |  
|---|---|
| Could the assessment requirements, standards and rubrics be made clearer to students? |  
| Are assessment tasks, criteria and rubrics appropriate to measure unit learning outcomes. |  
| Response to comparison of assessment tasks and marking criteria with other Go8 universities. |  
| Action Plan for Changes in Response to QVS Review |  

Further comments

Identify how reviewer feedback could be used to enhance other educational offerings across the School or Faculty

*To be completed by Faculty Associate Dean (Education)*

**Information for Program Coordinators and Associate Deans**

The Go8 QVS Review Report aligns with the feedback provided in the attached review. Program coordinators are asked to provide a response to the feedback in the review, and identify (if possible) ways in which the feedback could be incorporated in future offerings of the unit (or similar units of study).

Where a course review section receives a grade of ‘Completely’ or no explanation is provided in the feedback box below (‘please list up to three reasons for making this rating’) a response is not required. Program coordinators are also asked to develop an action plan for implementing changes based on feedback in the review, which will be provided to the University Executive and Academic Board.
SCHEDULE FOUR

Guidelines for Majors

In these guidelines:

**ASCED code** means the Australian Standard Classification of Education Code established by the Australian Bureau of Statistics.

**selective** means a unit of study which may be selected from a group of units within a major to fulfil requirements for the major.

**Table A** means a list, specified in award course resolutions, of units of study, majors, minors and streams available to be taken in an award course. Unless otherwise specified, Table A for an award course, is only available to students enrolled in the award course, except by special permission of the unit of study coordinator.

**Table S** means a list, specified in award course resolutions, of units of study, minors and majors common to all Liberal Studies degrees and some specialist and generalist degrees, which are available to be taken in an award course.

(1) **Purpose of the major.** The major should:

   (a) develop depth of expertise in a coherent field of study that is associated with an identifiable community of scholars and is recognised as comprising a distinct and valuable body of scholarship;

   (b) be supported by demonstrated expertise and staff capacity in the area of the major;

   (c) be characterised by a distinctive set of learning outcomes, among which should be depth of disciplinary expertise;

   (d) develop the graduate qualities.

(2) **Overlap of core units and selectives within different majors.**

   (a) Core units that are common to two majors may overlap within the first year of majors (up to 12 credit points) without additional scrutiny by the faculty beyond that which is normally given to ensure cohesion, rigour and appropriate development and alignment of the learning outcomes for the major.

   (b) Where overlap within the major core occurs beyond first year, this should be for sound disciplinary reasons. The decision to do so should be made on the basis of an argued case presented to and considered by the faculty, in order to ensure its necessity and that the major retains distinctiveness. With this caveat, both core and selective units offered within majors may overlap.

   (c) For students, while a single unit of major ‘core’ may be counted against two majors, selective units may not be double counted in this way. A student may not count a single unit of major ‘core’ (that is a single elective) against the requirements for two majors. A student wishing to complete two majors with overlapping core must choose unique selectives in order to complete the credit point requirements of those majors.
(3) Overlaps between major and stream

(a) Units of study may count towards both the requirements of a stream and the requirements of the major, provided that the major meets these guidelines and requirements of the Learning and Teaching Policy 2015.

(4) Pre-requisites and assumed knowledge.

(a) Units of study within a major must not have pre-requisites for units outside the major that would effectively require a student to complete more than 48 credit points to complete requirements for the major.

(i) Where a major is offered in Table S, units within the major must not have pre-requisites for units outside the major.

(ii) Where a major is offered in Table A for a degree, or only to students in a particular stream, a unit within the major may have a pre-requisite outside the major, provided those units are core units for the degree or stream;

(b) Units of study within a major may specify assumed knowledge outside the major.

(5) The 3000 level (or higher for 192 credit point professional or specialist degrees) Project unit

(a) Projects should be designed to explore challenging problems that arise in realistic settings with solutions of clear impact on issues of importance to partners in the project.

(b) The problems on which projects are built should be authentic and offer a rich context that may, depending on the project, also invite interdisciplinary perspectives.

(c) The project should be conceived of as an integrative experience that draws together disciplinary knowledge and demonstrates the learning outcomes of the major in a real-world application. Disciplinary expertise demonstrated in the project should reflect the standards expected in the major.

(d) The project should form the focus of the entire 6 credit point unit and develop the graduate qualities.

(e) Where the project is interdisciplinary, it is recommended that enrolment be through a shell unit specific to each major to enable the appropriate flow of funds to the school or discipline, appropriate ASCED code and a contact point in the discipline.

(f) A single shell unit in the major may be used for both disciplinary and interdisciplinary projects (including multi-faculty projects) to simplify the unit structure.

(g) Interdisciplinary learning is greatly enriched by involving students from other faculties, through projects brokered with external partners by the Education, Enterprise and Engagement unit in the Deputy Vice-Chancellor (Education) portfolio brokers projects with external partners suitable to students from multiple faculties and assists in managing the projects and organised with the assistance of that unit.

(6) Unit requiring application of disciplinary expertise in an interdisciplinary context

(a) Disciplinary knowledge developed in a major involves an understanding of disciplinary assumptions, methodologies and foundational knowledge and an ability to apply that to solve problems encountered within the discipline.
The interdisciplinary unit should provide an opportunity for students to:
- apply disciplinary knowledge to problems;
- work or communicate with people with different disciplinary expertise; and
- demonstrate interdisciplinary effectiveness.

"Interdisciplinary" should be understood in an inclusive sense. It may involve any or all of:

(i) the integration of knowledge, methods and skills of two or more disciplines;
(ii) the application of skills, knowledge and methods of two or more disciplines to the components of a problem without necessarily integrating them (sometimes called multi-disciplinary);
(iii) the integration of disciplines into a common framework that transcends any one discipline; or
(iv) the interactions between disciplines and society (sometimes called transdisciplinary).

The interdisciplinary unit may be the project unit.
# LEARNING AND TEACHING POLICY 2015

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

Dated: 2 December 2015

Last amended: 10 October 2017

Signature: 

Position: Chair, Academic Board

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PART 1  PRELIMINARY

1  Name of policy
This is the Learning and Teaching Policy 2015.

2  Commencement
This policy commences on 1 January 2016.

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

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

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

6  Definitions
(1) In this policy:

   academic unit  means a faculty, board of studies, school, centre or
                  interdisciplinary committee of the University.
assessment means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.

Associate Dean - Education means:

- the Associate Dean of a faculty or University school with responsibility for education at the relevant level; or
- the deputy chairperson of a board of studies; or
- a person appointed by the Dean to have responsibility within the faculty for education at the relevant level. This position may have any of a number of different titles, including Associate Dean - Education, Associate Dean - Teaching or Learning, Associate Dean - Undergraduate Students, Associate Dean - Postgraduate Coursework or equivalent. The responsibilities of the Associate Dean - Education specified in this policy may be shared between more than one Associate Dean position.

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

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

Note: See clause 18

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

Note: See clause 2.3 of the Coursework Rule 2014.

Bachelor degree has the meaning given the Coursework Policy 2014, which at the date of this policy is:

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

The University offers two types of Bachelor degrees.

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

Note: See clause 83A of the Coursework Policy 2014
Bachelor of Advanced Studies has the meaning given in the *Coursework Policy 2014*, which at the date of this policy is:

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

capstone experience has the meaning given in the *Coursework Policy 2014*, which at the date of this policy is:

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

Note: See clause 18.

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

Note: See clause 18.

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

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

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

curriculum means the flexible and coherent presentation of the academic content in a unit or program in a series of learning experiences and assessments.

Note: See clauses 15 - 17.
Dean means:

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

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

double degrees course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications. A single testamur or separate testamurs may be issued.

faculty means a faculty, University school or appropriate board of studies and in this policy refers to the faculty, faculties or University schools responsible for the relevant award course.

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

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

graduate qualities means the qualities demonstrated by all graduates of award courses on completion of the requirements of the award course. Part 2 of this policy details the qualities of graduates of undergraduate award courses.

graduation statement means a statement issued on graduation that provides information about the qualification and student attainment in addition to, or incorporating the student transcript. An Australian Higher Education Graduation Statement

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

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

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

honours units means advanced units of study at 4000-level specified as requirements to qualify for an award with honours as set out in clause 95 of the Coursework Policy 2014.
LMS means learning management system, which is the online learning system used by the University to host unit of study websites.

learning outcomes means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, award course, or other curriculum component.

Liberal Studies Bachelor Degree has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

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

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

Note: See clause 18.

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

Note: See clause 18.

mode of delivery means the manner by which courses and units of study are presented to students, and includes:

- face to face classes;
- fully online learning;
- blends of face to face and online learning; and
- on or off campus delivery, including off shore delivery.

open learning environment has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

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

postgraduate award course means an award course leading to the award of a Graduate Certificate, Graduate Diploma, Masters degree or a Doctorate. Normally a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.
program means a combination of units of study that develops expertise in a multi-disciplinary domain or professional or specialist field and includes at least one recognised major.

Note: See clause 18.

Program Director means the person responsible, at a program, major or degree level, for managing the curriculum and providing co-ordination and advice to staff and students.

Professional or Specialist Bachelor Degree has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

a degree that develops disciplinary or professional expertise for a specific profession or career specialisation and graduate qualities.

Research Pathway Masters Degree has the meaning given in the Coursework Policy 2014 which at the date of this policy is:

a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy.

shared pool means the list of majors, minors and units of study (including units in the open learning environment or Sydney Research Seminars) that are available to students enrolled in all Liberal Studies Bachelor degrees (including combined degrees with the Bachelor of Advanced Studies).

specialisation means:

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

• the research specialisation developed in a Research Pathway Masters Degree.

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

Note: See clause 18.

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

Sydney Research Seminars means units of study involving a cross-disciplinary group of students and staff in exploration of an interdisciplinary issue, challenge or problem approved by the Board of Interdisciplinary Studies.
supervisor means the member of the academic staff who is appointed to supervise a dissertation, treatise or long essay component of a coursework award program or an undergraduate honours program.

teacher means a member of the academic staff involved in any of teaching, unit of study coordination or assessment.

teaching session means, as appropriate, a semester or a summer or winter session.

third party learning technologies means web-based and mobile applications which are not managed through a contract between the University and technology suppliers.

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

undergraduate degree means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcome specified for Level seven of the AQF.

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

Note: See clause 18.

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

PART 2 THE NATURE OF EDUCATION AT THE UNIVERSITY

7 Graduate qualities and learning outcomes

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

(2) Graduate qualities consist of:

(a) depth of disciplinary expertise;

(b) broader skills:

(i) critical thinking and problem solving;

(ii) oral and written communication;
(iii) information and digital literacy; and
(iv) inventiveness;
(c) cultural competence;
(d) interdisciplinary effectiveness;
(e) an integrated professional, ethical and personal identity; and
(f) influence.

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

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

Table 1

<table>
<thead>
<tr>
<th>Graduate qualities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of disciplinary expertise.</td>
<td>To excel at applying and continuing to develop disciplinary expertise.</td>
</tr>
<tr>
<td>Broader skills:</td>
<td>To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems.</td>
</tr>
<tr>
<td>• Critical thinking and problem solving;</td>
<td></td>
</tr>
<tr>
<td>• Communication (oral and written);</td>
<td></td>
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<tr>
<td>• Information/ digital literacy;</td>
<td></td>
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<tr>
<td>• Inventiveness.</td>
<td></td>
</tr>
<tr>
<td>Cultural competence.</td>
<td>To work productively, collaboratively and openly in diverse groups and across cultural boundaries.</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness.</td>
<td>To work effectively in interdisciplinary (including inter-professional) settings and to build broader perspective, innovative vision, and more contextualised and systemic forms of understanding.</td>
</tr>
</tbody>
</table>
8 Educational excellence

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

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

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

(b) educational experience, as shown through:

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

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

and

(c) educational environment, consisting of the physical learning spaces, virtual learning environment, and support, which:

(i) facilitates excellent outcomes and experience;

(ii) fosters innovation; and

(iii) seeks continuous improvement through systematic monitoring.

(3) To ensure excellent outcomes, faculties must design processes in which:

(a) curricula provide continuous and well-co-ordinated sequences of learning experiences leading to well defined learning outcomes, involving expert guidance through well designed learning activities;

(b) students:

(i) are actively engaged in learning;

(ii) are challenged, guided and supported to reach a high standard of learning; and

(iii) become increasingly aware of, and responsible for, their learning;

and

(c) students and staff demonstrate a commitment to working together to achieve excellence in educational experience and outcomes.
(4) Learning environments must be accessible to students with disabilities, allow appropriate flexibility and use technology to minimise barriers to learning caused by time constraints, timetables and other artificial rigidities.

9 Engaged enquiry

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

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

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

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

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

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

10 Academic integrity

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

(2) Policy and procedures relating to academic honesty in coursework are set out in the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016.

11 Collegial governance

(1) The purpose of collegial governance is to provide a vehicle for:
   (a) continuous improvement and innovation;
   (b) an effective framework to achieve educational excellence; and
   (c) the achievement of graduate qualities and learning outcomes to a high standard by each student.

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

   Note: A standing committee may have oversight of more than one award course, or of a category of award courses: for example, all undergraduate awards or all postgraduate coursework awards.
(3) All committees with responsibility for oversight of award course programs must include:
   (a) representatives of the academic disciplines responsible for teaching;
   (b) representatives of students enrolled in the award course program; and
   (c) the relevant Associate Dean - Education.

(4) Committees responsible for award courses may:
   (a) make recommendations to the faculty or Head of School and Dean on:
       (i) learning outcomes;
       (ii) curricula;
       (iii) units of study;
       (iv) assessment;
       (v) educational excellence;
       (vi) academic integrity; and
       (vii) program review;
   and
   (b) take such decisions on these and other matters related to learning and teaching within award courses as delegated by the faculty,

   provided that the faculty retains oversight and responsibility for the outcomes, quality and review of award courses.

(5) Faculties, or their relevant standing committees, may also establish such other program committees (including, if appropriate, unit of study committees) as are necessary for ensuring excellence in outcomes, experience and environment. Program committees must include:
   (a) representatives of teachers within the program; and
   (b) students enrolled in the program.

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

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

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

(9) Learning programs must be developed and managed through a collegial process which must:
   (a) be evidence based (using academic expertise, research, benchmarking, and, where appropriate, market appraisal); and
build on consultation with stakeholders listed in subclause 11(7).

Note: See clause 23 for specific authorities, roles and responsibilities for the management of learning and teaching.

11A Equality of opportunity

(1) The University is committed to equality of opportunity in education and gives effect to that commitment through:

(a) special admission schemes, which make allowance for educational disadvantage through alternative pathways;

Note: See Coursework Policy 2014

(b) support programs to assist certain students admitted under special admissions schemes to succeed;

(c) accessible examination and assessment arrangements, supported by the Disability Services unit;

(d) special consideration and special arrangements for examinations;

Note: See Coursework Policy 2014 and Assessment Procedures 2011

(e) support programs for Aboriginal and Torres Strait islander students; and

(f) counselling and psychological services.

PART 3 CURRICULUM STRUCTURE

12 Statement of intent

This part:

(a) prescribes the structure of the curriculum for award courses and units of study; and

(b) articulates the components of award courses and the broad structure of undergraduate, postgraduate and combined coursework awards.

13 Learning outcomes

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

(2) Learning outcomes should be specified for award courses and for each of their components, including as relevant units of study, majors, programs and specialisations.
(3) Learning outcomes specified for the components of an award course should be aligned with each other and with the learning outcomes of the award course.

14 Award courses

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

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

(3) The title of an award course must include:
   (a) the qualification type; and
   Note: See section 1.3 of the University of Sydney (Coursework) Rule 2014 and section 1.03 of the University of Sydney (Higher Degree by Research) Rule 2011.
   (b) the discipline.

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

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

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

(7) Award courses must follow a curriculum which:
   (a) takes a student-centred approach to the achievement and assessment of learning outcomes in a coherent fashion;
   (b) is regularly reviewed (at least every seven years) by faculties consistently with this policy, in the light of student outcomes and the student experience, the growth of knowledge, changes in the learning environment and stakeholder input; and
   Note: See clause 11.
   (c) incorporates the components of the curriculum framework set out in clauses 15 - 20.

15 Curricula generally

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

(2) Curricula should be designed to enable a combination of disciplinary depth and breadth of learning appropriate to the aims of the award course.

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

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

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

16 Curriculum framework for undergraduate education

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

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

(2) If an undergraduate degree is offered exclusively as part of combined or double degree courses, the components may be in either award course and need not be in both individually.

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

Note: The curricula for award courses developed prior to 1 January 2016 must include these components when reviewed in line with clause 11(6)
<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A major or specialisation in at least one field of study</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A structured approach to the development of knowledge and skills</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td>Collaborative and group-based learning activities and assessments</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional learning experiences</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>Authentic problems and assessments</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>An open learning environment for extension of knowledge and skills</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
</tbody>
</table>

17  **Curriculum framework for postgraduate coursework education**

(1) The curriculum framework for postgraduate coursework awards must include:

(a) advanced specialisation in a field of knowledge;
(b) research skills;
(c) a structured approach to the development of knowledge and skills;
(d) a capstone experience in research, scholarship or professional project.

(2) The curriculum framework for postgraduate coursework units may include one or more of the following:

(a) a major;
(b) a minor;
(c) interdisciplinary study;
(d) exchange and work based projects;
(e) professional or industry experience;
(f) authentic problems and assessments;
(g) elective units; and
(h) project-based learning.

(3) The following table (Table 3) sets out the graduate qualities associated with each of the above components of a coursework postgraduate award course.

Table 3

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialisation in a discipline area</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A capstone experience</td>
<td></td>
</tr>
<tr>
<td>A major</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary study</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td>Exchange and work based projects</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional learning experiences</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>Professional or industry experience</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td>Authentic problems and assessments</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
</tbody>
</table>
### Component Graduate qualities

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>• Broader skills</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
</tbody>
</table>

**Note:** See Part 17 of the *Coursework Policy 2014* for the requirements for different postgraduate award types.

## 18 Components of award courses

**Note:** See Clause 26(2) for commencement dates of sub clauses 18(1) - (8) inclusive.

(1) Only faculties or the Board of Interdisciplinary Studies may offer award courses, streams, programs, majors, minors and units of study, which must be approved consistently with this policy.

(1)(2) Streams:

(a) can be conceptualised as separate pathways within an award course;

(b) are versions of a degree that are separated for admission purposes but are linked to other streams of the degree through shared nomenclature, shared course components and shared rules;

(c) consist of a combination of related units of study which are structured to provide the student with a depth of specialist knowledge of a discipline or field;

(d) are identified by the name of the stream of the award in parentheses after the name of the award course of which they are a stream;

(e) are recorded on the student’s transcript;

(f) apply to 1000-, 2000-, 3000- and, where applicable, 4000-level units, as specified in the award course resolutions; and

(g) are not restricted to a specific number of credit points.

(2)(3) Programs:

(a) are a combination of units of study that develop expertise in a multidisciplinary domain or a professional or specialist field and include a recognised major in a field of study;

(b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13; and

(c) in undergraduate degrees, comprise:

   (i) a minimum of 12 and a maximum of 24 credit points at 1000-level;

   (ii) a minimum of 12 and a maximum of 24 credit points at 2000-level;

   (iii) a minimum of 18 and a maximum of 24 credit points at 3000-level units of study;


Note: Three year programs (available in degrees of 144 credit points) must not, when combined with the requirements of the degree core, require more than 84 credit points (72+12).

(iv) in degrees and combined degrees requiring 192 credit points, up to 48 credit points at 4000 level;

Note: Four year programs (available in degrees of 192 credit points) must not, when combined with the requirements of the degree core, require more than 132 credit points (120+12).

(v) an embedded major;

(vi) at least 12 credit points of the degree core, if a degree core is specified for the degree; and

(d) are recorded on the student’s transcript.

(3)(4) Majors:

(a) comprise a defined sequence of units taken by a student that develop depth of expertise in a field of study;

(b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13;

(c) in all undergraduate degrees, must require exactly 48 credit points; as specified in this sub clause;

(d) in Liberal Studies Bachelor undergraduate degrees, and undergraduate degrees of 144 credit points, must include:

(i) exactly 12 credit points at 1000-level units of study;

(ii) a minimum of 12 and a maximum of 18 credit points at 2000-level; and

(iii) a minimum of 18 and a maximum of 24 credit points at 3000-level (or, higher for degrees requiring more than 144 credit points);

(e) In Professional or Specialist Bachelor degrees, and degrees of 192 credit points or more, must include:

(i) a minimum of 12 credit points at 1000- or 2000-level;

(ii) a minimum of 18 credit points and a maximum of 36 credit points at or above 3000-level;

(f) in undergraduate degrees, must include at the 3000-level (or, for 192 credit point Professional or Specialist degrees, at the 3000 level or higher):

(i) 1 x 6 credit point unit involving completion of a project requiring the integration and application of disciplinary knowledge and skills; and

(ii) 1 x 6 credit point unit requiring the application of disciplinary skills and knowledge in an interdisciplinary context; and

(g) are recorded on the student transcript.

Note: the requirements of sub clauses (3)(e)(i) and (3)(e)(ii) may both be met through a single unit. Where a student takes two majors, and a single unit or units of study exists such that the requirement for (3)(e)(i) or (3)(e)(ii) can be met in both majors, that or those units may be used in fulfilment of requirement 3(e)(i) or 3(e)(ii) in both majors, provided that all other requirements in 18(3) are met for each major.
Guidelines for majors are set out in Schedule 4 of the Learning and Teaching Procedures 2014.

Minors:

(a) comprise a defined sequence of units of study taken by a student that develops expertise in a field of study;
(b) in undergraduate degrees, comprise units to the value of exactly 36 credit points including:
   (i) exactly 12 credit points at 1000-level;
   (ii) a minimum of 12 and a maximum of 18 credit points at 2000-level;
   (iii) a minimum of 6 and a maximum of 12 credit points at 3000-level;

and

(c) are recorded on the student's transcript.

A degree core:

(a) is a set of units of study that develops required knowledge and skills for the degree and which is required to be completed by all students within an award course or a stream or specialisation within an award course;
(b) in Liberal Studies Bachelor Degrees, comprises no more than 24 credit points at 1000- or 2000-level.

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

Note: See Coursework Policy 2014

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

(a) All Liberal Studies, and specified Specialist or Professional Bachelor Degrees may be combined with the Bachelor of Advanced Studies as set out in the applicable award course resolutions.

Award courses may achieve depth and breadth of learning by the specification of core units and elective units.

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

Units of study:

(a) Units of study:
   (i) follow a programmed set of coherent learning experiences and assessments that lead progressively to the achievement of the learning outcomes for the unit; and
   (ii) must be completed over one or two teaching sessions.
(b) Faculties must define learning outcomes for each unit of study which are aligned with those of the award courses in which the unit of study is offered and those of other components of award courses of which it is a part.

(c) Except in the case of 'shell' units used for students undertaking study at another institution and other purposes, the learning outcomes, requirements and assessment framework and standards of a unit of study must be the same for all students taking that unit of study, regardless of the award course in which they are enrolled.

(d) Student transcripts and student record files must record a single result and a single credit point value for each unit of study attempted by a student.

(e) Units of study must be identified by an eight character alpha-numeric code, of which the first four are letters identifying the relevant school, department or discipline and the final four are integers identifying the unit of study and the level at which it is offered.

(f) The integers in the unit of study alpha-numeric code must commence with a number which indicates the level, in the generic form ****1xxx (for 1000-level units), ****2xxx (for 2000-level units) and so on.

(g) 1000-level units of study have learning outcomes of a foundational or introductory nature and are designed for students in the first year of a bachelor degree.

(h) 2000-level units of study have learning outcomes which assume prior foundational or introductory study and are designed for students who have completed the first year of a bachelor degree.

(i) 3000-level units of study have learning outcomes designed for students in the third year of a bachelor degree. In 144 credit point bachelor degrees, such units should enable students to demonstrate learning outcomes at a level expected for those completing a bachelor degree at AQF level 7.

(j) 4000-level units of study have learning outcomes at the advanced or honours level and are designed for students who have already achieved learning outcomes for a 144 credit point pass-level bachelor degree or who are completing the final year of a 192 credit point bachelor degree.

(k) 5000-, 6000- and higher level units of study have learning outcomes designed for postgraduate award courses.

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**Credit points and student workload**

(a) Credit points measure the relative quantitative contribution of a unit of study to an award course.

(b) The full time credit point load for undergraduate and postgraduate coursework award courses is 24 credit points per semester, or 12 credit points for summer session and six credit points for the winter session. A full time credit point load for a year is 48 credit points equating to a student workload of 1350 -1800 hours per year including class time, private study, assessment and assessment preparation.

(c) The normal credit point load for a unit of study is six credit points, except where otherwise approved by the Academic Board.

(d) The credit point load for a unit of study in the open learning environment must be zero, two or six credit points.
Units of study shared across different award courses and between different faculties must have the same credit point value in every course.

Where units of study are core units in more than one award course or shared individually or as part of a major or minor in the shared pool, faculties must design units of study to meet the learning needs of students in all award courses and components for which the unit is a core unit.

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

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

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

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

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

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

On academic grounds, a faculty may propose to the Undergraduate or Graduate Studies Committee of the Academic Board units of study with zero, one or two credit points.

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.

The standard teaching sessions are first semester, second semester, summer session and winter session.

A semester comprises 13 weeks of programmed learning, one study week and one to two weeks for examination and assignment preparation.

University semester dates, and dates for summer and winter sessions and teaching blocks must be approved by the Academic Board.

Assessment framework

Assessment is the means by which students demonstrate graduate qualities and learning outcomes in a unit of study and in an award course.

Learning outcomes for units of study must be assessed either within the unit of study or within an assessment framework for the award course or a component of an award course.

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

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

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

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

20 Academic integrity in the design of curricula

(1) Learning experiences, programs and curricula must be designed to educate students early in the first year about academic integrity, appropriate acknowledgement, academic honesty and avoiding plagiarism.

(a) This education must include an online module endorsed by the Office of Educational Integrity and should also include tutorials work and scaffolding writing tasks as appropriate.

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

(3) Faculties must manage the risk to academic integrity within the assessment framework for each unit of study consistently with the Academic Honesty in Coursework Policy 2015 and associated procedures.

Note: See clause 12 of the Academic Honesty in Coursework Policy 2015.

20A Third party learning technologies

(1) All use of third party learning technologies must be consistent with relevant University policies, including in particular:

(a) Policy on the Use of University Information Communications Technology Resources;

(b) Privacy Policy 2013; and

(c) University Recordkeeping Policy.

(2) Staff members and academic units:

(a) are responsible for identifying and managing any risks associated with third party learning technologies which they introduce and use in association with their teaching; and

(b) must register the use of such technologies with the office of the Deputy Vice-Chancellor (Education).

(3) Third party learning technologies must not be used for assessment purposes without the permission of the Deputy Vice-Chancellor (Education).
(4) Where a third party learning technology is introduced by the University, the University must:
   (a) develop and communicate an appropriate strategy for support of the technology; and
   (b) establish and implement appropriate mechanisms for:
       (i) retrieving and storing records of student activity generated by the technology; and
       (ii) trialling and evaluating the use of the technology.

(5) Where a third party learning technology is introduced by a staff member or academic unit, the person or unit introducing it must:
   (a) develop and communicate an appropriate strategy for support of the technology; and
   (b) establish and implement appropriate mechanisms for:
       (i) retrieving and storing records of student activity generated by the technology; and
       (ii) trialling and evaluating the use of the technology.

PART 4 MANAGEMENT OF LEARNING AND TEACHING

21 Statement of intent

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

22 Rescinded

23 Roles and responsibilities in managing learning and teaching

(1) Delegations of authority for the management of learning and teaching are set out in:
   (a) University of Sydney (Delegations of Authority – Academic Functions) Rule 2016; and
   (b) University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016.

(2) The Academic Board
   (a) subject to endorsement by Senate, approves the award course level curriculum which is developed, implemented and monitored by the faculty;
(b) approves requirements and other elements of award courses as set out in the Coursework Policy 2014, award course resolutions and tables of units of study, including:

(i) determining the type of degree;

Note: For Bachelor degrees, types are: Liberal Studies, or Specialist or Professional. For Master degrees types are: Advanced Learning by coursework, Professional by coursework (including masters Degree (Extended)), Research Pathway by coursework, or research.

(ii) the inclusion of degree core, streams, programs, majors and minors in award course requirements;

(iii) the inclusion of mandatory units, and barrier assessments;

(iv) the table of units of study for an award course;

(v) the curriculum of streams within an award course;

(c) approves faculty resolutions;

(d) approves admission requirements and pre-requisites for award courses;

(e) approves, on the recommendation of the relevant faculty or Board of Interdisciplinary Studies:

(i) addition and deletion of award courses, streams, programs, majors, minors; and

(ii) changes to the degree core;

(f) approves the list of majors, minors and units of study available in the shared pool for Liberal Studies degrees and the Bachelor of Advanced Studies, on the recommendation of the Board of Interdisciplinary Studies;

(g) approves changes to the mode of delivery of a course or unit of study;

(h) determines deadlines for submitting proposals for new, amended and deleted award courses;

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

(j) is responsible for:

(i) aligning the range of the University's academic programs so that all graduates demonstrate graduate qualities set out in Part 2 to a high standard;

(ii) reviewing education programs within faculties in a seven year cycle;

(iii) monitoring program outcomes and reports of review committees and accrediting bodies to promote educational excellence as set out in Part 2;

(iv) monitoring processes within faculties to support the academic integrity of the University's programs and assessment;

(v) monitoring breaches of academic integrity, reviewing processes to minimise or eliminate them and taking appropriate action;

(vi) considering and, if appropriate, approving the name and abbreviation used for each award course; and
(vii) developing and maintaining quality and educational excellence as set out in Part 5.

(3) The Deputy Vice-Chancellor (Education) is responsible for strategic leadership of educational excellence and educational innovation throughout the University. The Deputy Vice-Chancellor (Education):

(a) develops and maintains institutional systems and strategy to achieve excellence in outcomes, experience and environment. This includes curriculum frameworks, online learning, and the student experience; and

(b) develops and maintains quality and educational excellence as set out in Part 5; and

(c) endorses proposals for new, amended and deleted courses for forwarding to:

(i) the University Executive Curriculum and Course Planning Committee; and

(ii) the Academic Board.

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

(5) The University Executive Curriculum and Course Planning Committee:

(a) reviews the business case for new course proposals from faculties; and

(b) advises the University Executive and its relevant committees in their deliberations over whether to endorse a proposed course or change for consideration by the Academic Board.

(6) The Board of Interdisciplinary Studies approves:

(a) units of study under a faculty’s direction which are included in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;

(b) units of study that are not under a faculty’s direction;

(c) the inclusion of units of study that are not under a faculty’s direction in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;

(d) units of study in the open learning environment, Sydney Research Seminars, and interdisciplinary units of study offered to students in any degree.

(7) Faculties

(a) Faculties, and their committees, are responsible for standards, assessment and quality throughout the faculty. Faculties:

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

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

(iii) approve learning outcomes for units of study, majors and programs;

(iv) approve assessment for units of study and other curriculum components as appropriate;
(v) approve pre-requisites and co-requisites for units of study and honours components;
(vi) determine the curriculum and learning outcomes for streams for recommendation to the Academic Board;
(vii) determine integration between units of study to meet the learning outcomes of majors, programs, streams or award courses and to achieve graduate qualities;
(viii) determine faculty resolutions relating to award courses of the faculty;
(ix) develop and maintain alignment of curricula and the quality of learning and teaching to achieve high standards in award course outcomes;
(x) where appropriate, monitor alignment with standards set by professional and accrediting bodies;
(xi) advise the Academic Board of any changes to degree level curricula. This includes creation, variation and deletion of courses and changes to tables of units of study;
Note: Course proposal and amendment requirements can be found on the Academic Board website.
(xii) ratify assessment results;
(xiii) monitor and maintain standards in the quality of assessment practices and academic integrity;
Note: See the Coursework Policy 2014, the Assessment Procedures 2011 and the Academic Honesty in Coursework Policy 2015.
(xiv) review and act on educational quality data each semester as set out in Part 5;
(xv) monitor breaches of academic integrity within the faculty;
(xvi) review the assessment framework of units of study and other curriculum components to eliminate or minimise the possibility of such breaches;
(xvii) report breaches of academic integrity to the Academic Board as required by the Academic Honesty in Coursework Policy 2015; and
(xviii) monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs as set out in Part 5.
Note: See clause 11. Responsibilities for standards and operational matters in connection with programs may be undertaken by relevant committees.

(8) Deans
(a) Deans have overarching responsibility for standards, quality, strategic leadership and resource allocation to achieve educational excellence within faculties. Deans:
(i) exercise strategic oversight of faculties and their committees, the Associate Dean - Education and Heads of School to develop and maintain alignment with faculty strategy and operations;
(ii) consistently with the Coursework Policy 2014, set operational parameters for teaching and curricula, including teaching workloads, staff profile, fees and student numbers;

(iii) make appropriate arrangements for quality assurance of teaching and learning within the faculty as set out in Part 4 and Part 5;

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

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

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

(vii) appoint an Educational Integrity Co-ordinator and, if appropriate, additional nominated academics to act as decision makers in relation to alleged breaches of academic integrity in line with the Academic Honesty in Coursework Policy 2015; and

(viii) consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres, or delegate this authority to a Head of School.

(9) **Associate Deans - Education**

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

(i) co-ordinate teaching across the faculty to deliver excellent educational outcomes and experience;

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

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

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

Note: See clause 11.

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

(10) **Supervisors**

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

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

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

(iii) develop in the student the necessary skills to complete the project; and
(iv) educate students about the University's policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.

(11) Heads of School

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

(i) assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school as specified in Section clause 24A;

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

(iii) act in relation to staff performance and effective allocation of quality resources; and

(iv) if requested to do so by the Dean, consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres.

(v) appoint a unit of study co-ordinator for each unit of study for which the school is responsible;

(vi) make appropriate alternative arrangements if a unit of study co-ordinator is or will be absent; and

(vii) appoint a new unit of study co-ordinator when a current unit of study co-ordinator leaves.

Note: In faculties without a school structure, the roles and responsibilities of a Head of School may be taken by the Associate Dean – Education.

(12) Unit of study co-ordinators

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

(b) The Unit of study co-ordinator:

(i) is appointed for the whole of a teaching period during which a unit of study is being provided;

(ii) should inform the relevant Head of School of any intended or foreseeable absence, at least four weeks in advance;

(iii) develops, implements and monitors unit of study curricula, learning activities and assessment, subject to approval by the faculty;

(iv) aligns learning outcomes between a unit of study and an award course, and implements, at the unit study level, strategies and policies for educational excellence;

(v) reviews unit of study curriculum design, including learning outcomes, teaching and learning activities and assessment, and, where appropriate, aligns with program learning goals and graduate qualities;

(vi) documents and communicates the unit of study curriculum as a unit of study outline in the LMS, and makes a unit description, including pre-requisites, co-requisites and assessment, available for inclusion in the faculty handbook;
(vii) reviews assessment tasks and standards in relation to policy and reports to the faculty and the program committee;

(viii) reviews the academic integrity of each assessment task and the assessment matrix of the unit of study each time it is offered to eliminate or minimise the risk of breaches of academic integrity;

(ix) designs the assessment framework for the unit of study to ensure the academic integrity of each assessment in the unit as set out in the Academic Honesty in Coursework Policy 2015;

(x) reports incidents of potential academic dishonesty or plagiarism in line with university policy;

(xi) gathers, reviews and acts on data on educational quality, in consultation with the unit of study team and the Head of School;

(xii) administers surveys of educational experience and provides reports to students and the faculty on the quality of the student experience as set out in Part 5;

(xiii) makes recommendations to the faculty, or a relevant committee of the faculty, about changes to learning outcomes, curriculum, or assessment for a unit of study; and

(xiv) manages access to lecture recordings and, where necessary, submits applications to opt out of recordings in University-managed lecture spaces to the Dean or Dean’s nominee.

(13) **Individual teachers**

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

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

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

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

(iv) monitor and act to support academic standards and academic integrity; and

(v) where there is more than one teacher in a unit, participate as part of the unit of study team to support the unit of study co-ordinator in his or her role and responsibilities.

(14) **Students**

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

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

(ii) satisfy attendance and assessment requirements.

(b) In addition, students should participate in any evaluations of their experience, so that educational excellence is monitored and improved.
24 Documentation and communication

(1) This part of the policy sets out appropriate standards for:
   (a) communicating with students and staff;
   (b) managing the development of units of study, curricula and award courses; and
   (c) institutional record keeping.

   Note: See University Recordkeeping Policy and Recordkeeping Manual

(2) Unit of study co-ordinators, together with the faculty, must provide a unit of study website on the LMS which contains, at a minimum:
   (a) the unit of study outline;
   (b) relevant curriculum resources; and
   (c) any other material specified in the Learning and Teaching Procedures 2016.

   Note: See clause 11 of those procedures.

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

(4) After publication of the unit of study outline, changes may only be made to the nature, weighting or due date of assessment tasks in exceptional circumstances.

(5) Each faculty must publish an annual handbook, containing the minimum information specified in the Learning and Teaching Procedures 2016.

   Note: See clause 9 of those procedures.

(6) The Academic Board may make award course resolutions, which must contain at least the minimum information specified in the Learning and Teaching Procedures 2016.

   Note: See clause 8 of those procedures.

(7) Subject to Academic Board approval, faculties may make resolutions applying to all degrees within a certain category awarded by the faculty.

(8) Upon each student's graduation the University will provide each of the following documents, which will provide the information required by the Learning and Teaching Procedures 2016:
   (a) a transcript;
   (b) a certificate of graduate status; and
   (c) a testamur.

   Note: See clause 12 of those procedures.

(9) Information other than that specified in the Learning and Teaching Procedures 2016 may only be included on an academic transcript with the approval of the Deputy Vice-Chancellor (Registrar), after consultation with:
   (a) the chair of the Academic Board or nominee;
   (b) the Deputy Vice-Chancellor (Education) or nominee;
(c) the Head of the Academic Model Team in the portfolio of the Deputy Vice-Chancellor (Registrar);
(d) the Head, of the Sydney Student Team in the portfolio of the Deputy Vice-Chancellor (Registrar);

(10) In deciding whether to approve the inclusion of such information the Deputy Vice-Chancellor (Registrar) must be satisfied that the additional information:
(a) appropriately represents educational achievement;
(b) can be verified by the University; and
(c) can be collected in a timely and efficient manner.

(11) Graduation statements may only be issued with the approval of the Deputy Vice-Chancellor (Registrar), after consultation with:
(a) the chair of the Academic Board or nominee;
(b) the Deputy Vice-Chancellor (Education) or nominee;
(c) the Head of the Academic Model Team in the portfolio of the Deputy Vice-Chancellor (Registrar);
(d) the Head, of the Sydney Student Team in the portfolio of the Deputy Vice-Chancellor (Registrar).

24A Qualifications of teachers, co-ordinators and supervisors

(1) Heads of school must appoint unit of study co-ordinators and teachers who have appropriate knowledge, skills and qualifications, including:
(a) up to date knowledge of a relevant field or discipline, which is informed by any of:
   (i) ongoing research
   (ii) scholarship; or
   (iii) contemporary professional practice; and
(b) relevant skills in learning, teaching and assessment.

(2) Individuals teaching or supervising units of study in award courses below AQF Level 10 must have:
(a) a relevant qualification at least one AQF level higher than the course being taught, co-ordinated or supervised;
(b) equivalent academic attainment;
(c) equivalent professional experience; or
(d) appropriate training, as well as guidance and oversight from a supervisor or coordinator who is an academic staff member with the qualifications, experience, knowledge and skills in 24A(1) and 24A(2) (a) to (c).

(3) Individuals appointed on the basis of subclauses 24A(2)(a) to (c) may also co-ordinate units of study in award courses below AQF Level 10.
(4) Individuals appointed on the basis of subclauses 24A(2)(d) may be appointed to teach specialised components of a course such as demonstrating or tutoring but must not be appointed to co-ordinate units of study or as the sole-teacher.

(5) Individuals teaching, co-ordinating or supervising units of study in an award course at AQF Level 10 must have:

(a) a relevant qualification at AQF Level 10;
(b) equivalent academic attainment;
(c) equivalent professional experience; or
(d) appropriate training, as well as guidance and oversight from a supervisor or coordinator who is an academic staff member with the qualifications, experience, knowledge and skills in 24A(1) and 24A(4) (a)-(c).

(6) If individuals are appointed on the basis of equivalent academic merit or professional experience under subclauses 24A(2) (b) to (d) or 24A(4) (b) to (d), the academic attainment or professional experience must be documented and approved in writing by the head of the school;

Note: Records of approval must be retained and stored consistently with the requirements of the University Recordkeeping Policy and the Privacy Policy 2013.

PART 5   QUALITY ASSURANCE

25 Quality assurance processes

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

(a) standards driven;
(b) evidence based; and
(c) institutionally aligned.

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

(a) educational outcomes;
(b) educational experience;
(c) educational environment.

Note: See Part 2.

(3) Excellence in educational outcomes is measured through systematic assessment which ensures that students achieve course learning outcomes at a high standard, and through the assessment of graduate qualities.

(a) Faculties and their Associate Deans - Education must arrange for assessments to be subject to peer feedback and periodic benchmarking.

(4) Excellence in educational experience is measured through students’ reports of their experience. Feedback should be formal and informal and captured at unit of
study, major, program or degree level. University, national and international surveys should be used to collect formal feedback.

(a) Unit of study co-ordinators and Associate Deans - Education must administer surveys of educational experience each time a unit of study is offered.

(b) The Deputy Vice-Chancellor (Education) must implement surveys of students’ experience of their learning at a University-wide level at least annually.

(5) Excellence in educational environment is measured through students’ responses to University, national and international surveys, and targeted *ad hoc* assessments of learning spaces.

(a) The Deputy Vice-Chancellor (Education) must implement surveys of educational environment at a University-wide level at least annually.

(6) **At unit of study level**

(a) Standards for educational outcomes must be determined by the faculty with reference to the discipline.

(i) These standards must be easily visible at faculty level, generated through scrutiny of results data, and align with awards.

(ii) The unit of study co-ordinator must assess whether educational outcomes are meeting agreed standards, including those for academic integrity.

(b) Standards for educational experience include the student experience of learning and teaching, information about which is obtained through relevant student surveys and peer observation of teaching where appropriate.

(i) The unit of study co-ordinator must provide annual reports on students’ experience in a unit of study and feedback from surveys to students and the faculty.

(c) Educational environment is measured in the provision of formal, informal and virtual learning spaces. Physical learning spaces are measured against:

(i) accepted learning space standards; and

(ii) student and teacher evaluations, including the effective use of existing resources for teaching units of study.

(7) **At the curriculum level**

(a) Educational outcomes must:

(i) contribute to student qualifications;

(ii) meet accreditation requirements; and

(iii) be aligned with institutional, industry, professional and community expectations.

(b) Standards and outcomes must be determined by the faculty and managed by the faculty or its relevant committee.

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

(ii) Benchmarking and aligning with standards across the faculty, and other comparable institutions, and with professional disciplinary and industry expectations, must be used to measure excellence.
(c) Educational experience is provided through a thematically coherent program. Evaluation methods include student surveys, benchmarking reports, reports from accrediting bodies, and Go8 Standards Verification reports.

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

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

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

(iv) The Deputy Vice-Chancellor (Education) must provide Go8 Standards Verification reports to the Academic Board on receipt.

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

(i) accepted learning space standards; and

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

(8) At the University level

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

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

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

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

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

(ii) accreditation reports;

(iii) meeting Group of Eight (Go8), AQF, Higher Education Standards, and professional regulatory body requirements; and

(iv) Academic Board and UE faculty reviews.

(e) The Deputy Vice-Chancellor (Education) must monitor evaluations of the standards of educational experience and education environments and provide reports to the University Executive and the Academic Board.

(f) The Academic Board must monitor educational excellence and, where appropriate, provide advice to the Deputy Vice-Chancellor (Education), the Vice-Chancellor and the Senate.

(g) The Academic Board and the UE must provide reports of faculty reviews to the Senate.
26 Rescissions, replacements and transitional provisions

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

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

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

(c) Academic Board Policy on Consultation with Students which commenced in 2008

(d) Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997

(e) Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy

(f) Flexible Student-Centred Learning in the University of Sydney Policy which commenced in 1999

(g) Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy which commenced in 2005

(h) Principles for First Year Orientation and Transition Policy which commenced in 2001

(i) Quality Assurance and Learning Management Systems Policy which commenced in 2005

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

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

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

(2) Sub clauses 18(1)-(8) apply to all undergraduate degrees approved or reviewed after 25 July 2016.

(3) For staff employed prior to 1 January 2018, Section 24A Subclause 2(a)(ii) and (2)b(i) take effect on 31 December 2018.
## SCHEDULE ONE

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Be familiar with legislative and other requirements of the course as set out in the faculty handbook, unit of study outline, and other published guidelines.</td>
<td>Participate in evaluations of their experience, to ensure that educational excellence is achieved. Encouraged to participate in the development and review of courses and units of study.</td>
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<tr>
<td></td>
<td>Satisfy attendance and assessment requirements.</td>
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<tr>
<td><strong>Individual teachers</strong></td>
<td>Support and lead student learning of the curriculum as specified, and to the agreed standard. Design and prepare assessment tasks as specified in the curriculum and in accordance with the standards in the relevant policy. Monitor and implement academic standards. Educate students on academic integrity and report any breaches of academic integrity.</td>
<td>Participate as part of the unit of study team (if appropriate) to support the roles and responsibilities of the unit of study coordinator.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
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</tbody>
</table>
| Unit of study co-ordinators     | Review the design of the curriculum of the unit of study, including learning outcomes, learning and teaching activities, and assessment, to ensure ongoing alignment against program learning goals and graduate qualities.  
Document and communicate the unit of study curriculum as a unit of study outline in the LMS, and ensure its availability in the faculty handbook.  
Review assessment tasks and standards in relation to policy and report to the faculty and program committee.  
Review the academic integrity of each assessment task and the assessment matrix of the unit to eliminate or minimise the possibility of breaches of academic integrity. Unit of study co-ordinators must ensure that assessment framework in the unit of study is designed to ensure the academic integrity of each assessment in the unit as set out in the Academic Honesty in Coursework Policy 2015.  
Act on breaches of academic integrity within a unit of study, and review the assessment framework each time the unit of study is offered to eliminate or minimise the possibility of such breaches.  
Recommend student assessment tasks to the faculty and program committee.  
In consultation with the unit of study team and the Head of School, gather, review and act on data on educational quality. | Lead and co-ordinate the unit of study team to deliver quality teaching and assessment, including reviewing, communicating and acting on data on educational quality in the unit of study. |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
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<tbody>
<tr>
<td>Supervisors</td>
<td>Provide leadership, guidance and mentorship to students undertaking research projects.</td>
<td>Support the student in the research project, including providing timely feedback and advice.</td>
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<tr>
<td></td>
<td>Provide academic advice to students on the reporting of research findings in a dissertation, treatise or long essay.</td>
<td>Monitor progress within the context of the overall research plan.</td>
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<td></td>
<td>Educate students on, and monitor the project for compliance with, the University’s policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.</td>
<td>Provide the student with the necessary skills to complete the project.</td>
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<tr>
<td>Heads of school</td>
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<td></td>
<td>Appoint a unit of study co-ordinator for each unit of study within the school.</td>
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<td>Assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school.</td>
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<td>In consultation with unit of study co-ordinators and program committees, review reports and data on educational quality, and act in relation to staff performance and effective allocation of quality resources.</td>
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<td>Role</td>
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<tr>
<td>Associate Dean - Education</td>
<td>Lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty.</td>
<td>Co-ordinate teaching across the faculty to deliver excellence in educational outcomes and experience.</td>
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<td></td>
<td>On behalf of the Dean establish effective processes for achieving graduate outcomes through engaged enquiry.</td>
<td>Review and act on data on educational quality.</td>
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<td></td>
<td>Align educational standards and quality within the faculty with the University policy and strategy.</td>
<td>Establish and implement collegial governance, as set out in Clause 11, in the creation and review of educational programs within the faculty.</td>
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<tr>
<td></td>
<td></td>
<td>Support quality of learning and teaching across the faculty as set out in Part 5.</td>
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<tr>
<td>Dean</td>
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<tr>
<td></td>
<td></td>
<td>Have strategic oversight of faculties, the Associate De–n - Education and heads of school and heads of schools to ensure alignment with faculty strategy and operations (resources).</td>
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<td></td>
<td></td>
<td>Review and act on data relating to educational quality.</td>
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<td>Consistently with the Coursework Policy 2014, set operational parameters for teaching and curriculum (e.g. teaching workloads, staff profile, fees, student numbers.)</td>
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<td></td>
<td>Make arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5.</td>
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<td></td>
<td>Include, where appropriate, student representatives on standard governance committees and provide them with same information as other committee members to enable effective participation.</td>
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<td></td>
<td>Ensure that faculty offices maintain and update all documentation for policy and procedures relating to the faculty’s academic programs, including documentation for units of study.</td>
</tr>
<tr>
<td>Role</td>
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<tr>
<td>Faculties</td>
<td>Plan and implement reviews of degree curriculum design, including degree learning outcomes, degree learning experiences, and degree level assessment. This will establish ongoing internal alignment and mapping coverage in relation to program goals, coherence, relevance and strategic fit.</td>
<td>Monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs. May devolve their responsibilities for standards and operational matters to degree, major and program committees and to degree co-ordinators.</td>
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<tr>
<td></td>
<td>Advise the Academic Board of any changes to degree level curricula. This may include creation, variation or deletion of courses and changes to tables of units of study.</td>
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<td>Ratify assessment results with degrees and monitor and act to ensure quality of standards and quality of assessment practices. (See the Coursework Policy 2014 and the Assessment Procedures 2011).</td>
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<td></td>
<td>Review and act on data on educational quality and ensure educational excellence.</td>
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<td></td>
<td>Entrench academic integrity within the assessment framework of each award course at each stage of the program.</td>
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<td></td>
<td>Monitor breaches of academic integrity within the faculty, review the assessment framework to eliminate or minimise the possibility of such breaches, and report breaches of academic integrity each year to the Academic Board as set out in the Academic Honesty in Coursework Policy 2015.</td>
<td></td>
</tr>
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<tr>
<td>Deputy Vice-Chancellor Education</td>
<td>Establish and support institutional systems and strategy to deliver the educational mission in order to achieve excellence in outcomes, experience and environment (e.g. infrastructure, IT, curriculum frameworks, student experience).</td>
<td>Establish and support institutional systems and strategy to deliver the educational mission in relation to admission, recruitment, and administration processes.</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor Registrar</td>
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<tr>
<td>University</td>
<td>Through faculties, the Academic Board and the University Executive (UE) Education Committee, review and act on:</td>
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<tr>
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<td>• reports of program committees, including curriculum review and assessment standards;</td>
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<td></td>
<td>• data on educational quality; and</td>
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<td>• academic integrity.</td>
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NOTES

Learning and Teaching Policy 2015

Date registered: 10 December 2015
Date amended 29 June 2016
26 July 2016
27 October 2016
10 October 2017
Date commenced: 1 January 2016
Administrator: Deputy Vice-Chancellor (Education)
Review date: 2 December 2020

Rescinded documents:

(1) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001
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(3) Academic Board Policy on Consultation with Students which commenced in 2008
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**AMENDMENT HISTORY**

<table>
<thead>
<tr>
<th>Provision</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>Correction of typographical errors and updating of hyperlinks (administrative amendments only)</td>
<td>20 January 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of typographical errors and clause references (administrative amendments only).</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>6</td>
<td>Various definitions amended to reflect curriculum framework and the introduction of new Bachelor degrees</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definitions clarified: course changed to award course; course resolutions to award course resolutions.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definition of graduate attributes amended.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definition of faculty board deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>14(6)(a)</td>
<td>Amended to refer to graduate qualities.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>15(2)(a); 17(3), Table 2</td>
<td>Reference to specialisation changed to stream. References to core components changed to components.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>15(2)(b)</td>
<td>Reference to open learning environment added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>16(1)(a); 17(3).</td>
<td>References to program and specialisation added. References to core deleted.</td>
<td>25 July 2016</td>
</tr>
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<tbody>
<tr>
<td>11(2);   11(5); 11(6); 11(8); 23(7); 25(3); 25(7); 13(2); 18; 20(3); 20A; 22; 23</td>
<td>References to faculty board changed to faculty.</td>
<td>25 July 2016</td>
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<tr>
<td>13(2);   18; 20(3); 20A; 22; 23</td>
<td>Reference to programs deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23</td>
<td>Clause deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23</td>
<td>New clause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23</td>
<td>Clause deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23</td>
<td>Subclauses (b)(i) to (b)(iv) added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23</td>
<td>Subclauses 23(2)(c)-(d) deleted. New subclauses 23(2)(c)-(h) added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
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<tr>
<td>23(5); 23(6)</td>
<td>New subclauses added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
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<tr>
<td>23(7)</td>
<td>Subclause (a) deleted and replaced.</td>
<td>25 July 2016</td>
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<tr>
<td>23(8)</td>
<td>New subclause (a)(viii) added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23(12)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23(13)</td>
<td>Subclause (a) deleted and replaced. New subclauses (b)(i) and (b)(ii) added and remaining subclauses renumbered.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>24</td>
<td>Subclauses (1) to (10) deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>25(9)</td>
<td>Subclause deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>26(2)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Schedule One</td>
<td>Amended to reflect changes to clause 23.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Schedule Two</td>
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<td>25 July 2016</td>
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<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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</tr>
<tr>
<td>24(2); 24(5); 24(6); 24(12)</td>
<td>Correction to sub-clause cross references in the Learning and Teaching Procedures 2016</td>
<td>26 July 2016</td>
</tr>
<tr>
<td>Schedule One</td>
<td>Correction of typographical error in Operational responsibilities for Head of Department</td>
<td>26 July 2016</td>
</tr>
<tr>
<td>23(5); 23(5)(b); 25(8)(d)(iv); 25(8)(e); 25(8)(g); Schedule One</td>
<td>References to Senior Executive Group (SEG) changed to University Executive (UE)</td>
<td>27 October 2016</td>
</tr>
<tr>
<td>23(1)</td>
<td>Amending references to <em>Univeristy of Sydney (Delegations of Authority – Academic Functions) Rule 2016</em> and <em>University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016</em></td>
<td>10 October 2017</td>
</tr>
<tr>
<td>6; 23(12); 23(13); Schedule One</td>
<td>Amendments arising from organisational design change</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>23(8)(ii); 23(11)(i)</td>
<td>Additional text</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>23(12)</td>
<td>Deleted; consequential clauses renumbered</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>23(11)(v) – (vii)</td>
<td>New clauses; previously in 23(12)</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>24(8)(a); 24(9)</td>
<td>References to AHEGS deleted</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>24A</td>
<td>New clause added</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>6</td>
<td>New definition added</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>26(3)</td>
<td>Additional clause relating to transitional provisions</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>10(2)</td>
<td>Additional policy document added</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>14(2); 23(7)(xi) note</td>
<td>Amended hyperlinks</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>18(12(b); 20A(3); 25(8)(b); 25(8)(f)</td>
<td>Minor typographical errors corrected</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<tr>
<td>24A</td>
<td>New clause added</td>
<td>10 October 2017</td>
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</tbody>
</table>
## Group of Eight (Go8) Quality Verification System (QVS) Review Report

<table>
<thead>
<tr>
<th>Quality Verification System Review Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Unit of Study:</strong></td>
</tr>
<tr>
<td>Program Coordinator:</td>
</tr>
<tr>
<td>Faculty:</td>
</tr>
<tr>
<td>Associate Dean (Education):</td>
</tr>
<tr>
<td>Head of School:</td>
</tr>
</tbody>
</table>

### Overall summary judgement of the subject (unit of study) by Go8 reviewer

- The learning outcomes, assessment tasks and assessment processes set for the subject I have reviewed were appropriate.
- *Any recommendations made are for the purposes of enhancement to the subject and its assessment.*
- The learning outcomes, assessment tasks and assessment processes set for the subject I have reviewed were appropriate.
- *HOWEVER, there are some risks to the future quality assurance of the subject and its assessment, as outlined in my recommendations.*
- There are immediate concerns or risks relating to the learning outcomes, assessment tasks and/or assessment processes set for the subject I have reviewed.
- *These require immediate action on behalf of the University to prevent reoccurrence in the next review.*

### Overall response to the review

- **Do you have any feedback on the review report?**

### Review of Specified Learning Objectives

- Could the scope and/or clarity of the learning objectives be improved based on QVS feedback?
- If so, how should the course learning objectives be amended to reflect the intended outcomes of the unit and its contribution to course learning outcomes, including the University’s graduate qualities?
- Response to comparison of learning objectives at other Go8 universities.

### Review of Assessment Tasks

- Response to suitability of assessment tasks – could assessments be modified to better align with unit learning outcomes?
- Could the assessment requirements, standards and rubrics be made clearer to students?
- Are assessment tasks, criteria and rubrics appropriate to measure unit learning outcomes.
### Response to comparison of assessment tasks and marking criteria with other Go8 universities.

#### Action Plan for Changes in Response to QVS Review

#### Further comments

Identify how reviewer feedback could be used to enhance other educational offerings across the School or Faculty

*To be completed by Faculty Associate Dean (Education)*

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**Information for Program Coordinators and Associate Deans**

The Go8 QVS Review Report aligns with the feedback provided in the attached review. Program coordinators are asked to provide a response to the feedback in the review, and identify (if possible) ways in which the feedback could be incorporated in future offerings of the unit (or similar units of study). Where a course review section receives a grade of ‘Completely’ or no explanation is provided in the feedback box below (‘please list up to three reasons for making this rating’) a response is not required. Program coordinators are also asked to develop an action plan for implementing changes based on feedback in the review, which will be provided to the University Executive and Academic Board.
Equal Opportunity in Education

Approved by: Senate on 5 March 1990
Date of effect: 6 March 1990

The University has a policy of equal opportunity in education. It is important that individuals inside and outside the University are aware of this and of their rights and responsibilities with respect to the achievement of the aims of this policy.

What is Equal Opportunity in Education?

Equal opportunity in education provides the conditions of access to and participation in higher education in which all current and potential university students have an equal opportunity to succeed. It is the foundation for effective participation in higher education and hence for equal opportunity in employment. Equality of opportunity in education is also a precondition for a just and equitable society.

Equal opportunity in education aims to give all students a fair chance of admission and of realising their full potential in the courses to which they are admitted.

The Equal Opportunity in Education Policy is currently effected through the University's Equity Plan.
RECOMMENDATION

That the Academic Board endorse the Continuing and Extra-curricular Education Policy 2017 and recommend that the Deputy Vice-Chancellor (Education) adopt the policy, with effect from 1 January 2018.

EXECUTIVE SUMMARY

The Continuing and Extra-Curricular Education Policy 2017 (Attachment 1) has been prepared following consultation with the Continuing Education Strategy Working Party, the Board of Interdisciplinary Studies’ Non-Award Subcommittee (BIS NASC); faculty Deans, and relevant centre Directors (or representatives).

The Policy gives effect to governance arrangements for continuing and extra-curricular education outlined in the Continuing Education Working Party report of November 2015. In keeping with the recommendations of the 2015 Working Party Report, the Policy gives Deans and Heads of Academic Units and Specialist Units authority to approve and manage continuing and extra-curricular education courses and requires them to submit an annual report on activity to the Non Award Subcommittee of the Board of Interdisciplinary Studies (BIS Non-Award Subcommittee) which in turn reports to the DVC Education and the Provost. The Centre for Continuing Education (CCE) acts as a partner with faculties in the delivery of courses and may also offer its own continuing education courses subject to the approval of the BIS Non-Award Subcommittee and subject to annual reporting to that Subcommittee. Under the Policy, the DVC Education has responsibility for oversight of quality and strategic alignment of Continuing and Extra-Curricular Education and the Provost has responsibility for sustainability.

Following agreement on the Policy, a set of Procedures will be developed which specify further details of the approval and reporting process, outline the risk framework for approving and managing courses and provide templates for approval and reporting.

BACKGROUND / CONTEXT

The development of a continuing education policy was recommended by the Continuing Education Working Party in November 2015 and endorsed by the (then) Senior Executive Group (SEG). During 2016, the Continuing Education Steering Committee, jointly established by the Deputy Vice-Chancellor (Education) and the Provost, undertook background work to understand the scope and potential of continuing education activities within the University and, along with the (then) SEG Education Committee, endorsed proceeding with the recommendation for policy development.

As part of the implementation of the Continuing Education Working Party, a draft policy on Continuing and Extra-Curricular Education was prepared in early 2017. The policy is intended to describe the governance and quality framework for continuing and extra-curricular education. An earlier draft was provided to the 29 May 2017 UE Education Committee meeting and subsequently circulated for feedback in June. Following consultation on the first draft and recasting by the Policy Management Unit, a second draft (Attachment 1) has been prepared based on feedback received from the previous circulation. Simultaneously with the
Non-Confidential

preparation of the second draft, an internal audit on continuing education has been conducted, and the revised version incorporates outcomes of the discussion arising from that audit.

Appropriate feedback from previous consultation has been incorporated into the second draft policy. However some feedback, while important, was considered out of scope for this policy. In particular, it was considered that the responsibility to set and charge fees is covered in the existing University of Sydney (Delegations of Authority Academic Functions) Rule and the University of Sydney (Delegations of Authority – Administrative Functions) Rule, and therefore should not be part of this policy.

Additionally, the second draft policy removes the Academic Board from having a role in monitoring quality of continuing education. Overarching responsibility for quality, strategic alignment and sustainability rests with the Deputy Vice-Chancellor (Education). Responsibility for the sustainability of continuing education lies with the Provost. The revised draft also contains the following approval and quality assurance provisions:

- Continuing education courses that are offered by a faculty, or an academic unit or specialist unit within a faculty (including courses offered in partnership with the Centre for Continuing Education), require approval by the Faculty Dean;
- Continuing education that is offered by the Centre for Continuing Education and is not approved by a Dean within a faculty, requires approval from the BIS NASC;
- Continuing education that is offered by academic units and specialist units that are not within a faculty, requires approval by the head of the academic or specialist unit.
- Where continuing education is under the governance of a Dean within a Faculty or University School, the Faculty Board is required to report annually on quality, strategic alignment and sustainability to the BIS NASC;
- Where continuing education is offered by an academic unit or a specialist unit that is not under the governance of a Faculty, the head of the academic or specialist unit will report annually on quality, strategic alignment and sustainability to the BIS NASC.

To ensure compliance with the nomenclature standards of the AQF Qualifications Issuance Policy, the draft policy also includes a section stating that continuing education courses must not use titles that would suggest an AQF qualification. Moreover, where a continuing education course delivers training or competencies on behalf of an external partner, the policy requires certificates that may be provided to students on completion of a continuing education course to specify the professional body, employer or other organisation that determines the standards.

CONSULTATION

The second version of the Draft Continuing and Extra-Curricular Education Policy 2017 has been provided to members of the Continuing Education Strategy Working Party, including:

- Deputy Vice-Chancellor (Education)
- Deputy Vice-Chancellor (Registrar)
- Vice-Principal (Strategy)
- Deputy Dean (Strategy), Faculty of Health Sciences
- Director of Executive Education, Management Education
- Director of Marketing and Communications
- Director of Professional Medical Education, Sydney Medical School
- Director of the Centre for Veterinary Education
- Associate Director of Continuing Education, Faculty of Dentistry

The draft policy has also been provided to Faculty Deans, the BIS NASC, the (Acting) Deputy Vice Chancellor (Indigenous Strategy and Services), Director of University Libraries, Director of Educational Innovation, Director of Talent, Organisational Development and Diversity, Director of Student Support Services, Head of Academic Enrichment, Head of Counselling and Psychological Services, and the following centres:

- Centre for Continuing Education
- Centre for English Teaching
Consultation has also been sought on the final draft policy while it was tabled at the following committees:

<table>
<thead>
<tr>
<th>Table 1: Committee consultation</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Committee</strong></td>
<td><strong>Meeting Date</strong></td>
</tr>
<tr>
<td>Non-award Subcommittee</td>
<td>22 August 2017</td>
</tr>
<tr>
<td>University Executive Education Committee</td>
<td>9 October 2017</td>
</tr>
<tr>
<td>University Executive</td>
<td>12 October 2017</td>
</tr>
<tr>
<td>Academic Policy and Standards Committee</td>
<td>14 November 2017</td>
</tr>
<tr>
<td>Academic Board</td>
<td>28 November 2017</td>
</tr>
</tbody>
</table>

The Director of Educational Strategy advised the Academic Policy and Standards Committee at its 14 November meeting that amendments to the draft policy document were made after it was tabled at the Committee. Additionally, stylistic and other changes have been made to the document by the Policy Management Unit. The amendments are listed below.

<table>
<thead>
<tr>
<th>Table 2: Policy amendments not provided to ASPC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clause</strong></td>
<td><strong>Amendments/Comments</strong></td>
</tr>
<tr>
<td>6 ‘Centre for Continuing Education’</td>
<td>Definitional amendment: ‘department’ removed and replaced with ‘unit’.</td>
</tr>
<tr>
<td>6 ‘specialist unit’</td>
<td>Definitional amendment: ‘organisational’ added.</td>
</tr>
<tr>
<td>10(1)</td>
<td>Amended to give Deans the authority to establish a process rather than individually approve each course.</td>
</tr>
<tr>
<td>11(1)</td>
<td>Reference to Clause 8 of the Learning and Teaching Policy 2015 removed because it refers to the graduate qualities which do not apply.</td>
</tr>
<tr>
<td>11(2)</td>
<td>Added to reflect Clause 8 (4) of the Learning and Teaching Policy 2015.</td>
</tr>
<tr>
<td>11(6)</td>
<td>Reference to reporting date removed from 11(4) and 11(5) and added to new clause.</td>
</tr>
<tr>
<td>11(11)</td>
<td>Added to reflect the Provost and Deputy Vice-Chancellor’s role in considering reports on sustainability, reflecting 12(3) of the policy.</td>
</tr>
<tr>
<td>12(4)</td>
<td>Wording changed to avoid reference to ‘admission’ and ‘candidature’ which may not apply to continuing education courses.</td>
</tr>
<tr>
<td>12(5)</td>
<td>Sustainability added to Deans’ responsibilities.</td>
</tr>
<tr>
<td>12(5)(iv)</td>
<td>Amended to give Deans responsibility for the outcome of the course approval process referenced in 10(1).</td>
</tr>
<tr>
<td>12(7)(b)(i)</td>
<td>‘strategic alignment’ and ‘sustainability’ added for consistency.</td>
</tr>
<tr>
<td>12(7)(b)(ii)</td>
<td>‘sustainability’ added for consistency.</td>
</tr>
<tr>
<td>Throughout policy document</td>
<td>Other stylistic changes (capitalisation, moving of text, and numbered itemisation of lists) made by the Policy Management Unit.</td>
</tr>
</tbody>
</table>

**ATTACHMENTS**

**Attachment 1:** Continuing and Extra-Curricular Education Policy 2017
CONTINUING AND EXTRA-CURRICULAR EDUCATION POLICY 2017

The Deputy Vice-Chancellor (Education), as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated:

Last amended:

Signature:

Position: Deputy Vice-Chancellor (Education)

CONTENTS

1 Name of policy

This is the Continuing and Extra-Curricular Education Policy 2017

2 Commencement

This policy commences on [date].

3 Policy is binding

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

This policy:

(a) prescribes the nature and scope of continuing and extra-curricular education at the University;
(b) establishes governance, approval and quality assurance arrangements for continuing and extra-curricular education in the University;
(c) supports educational excellence, strategic development and innovation;
(d) provides a framework for aligning the continuing education strategies of academic and specialist units with the University’s strategic priorities.

5 Application

(1) This policy applies to:
(a) continuing education; and
(b) extra-curricular education.

(2) This policy does not apply to:
(a) higher education award courses and their components (including units of study in the Open Learning Environment);
(b) courses leading to a qualification (including non-AQF courses) approved the Academic Board; or
(c) public lectures.

6 Definitions

In this policy:

academic unit has the meaning given in the Learning and Teaching Policy 2015 which, as at the date of this policy, is:

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

In this policy academic unit only refers to units employing qualified academics on an ongoing basis as University staff members to teach courses in their area of expertise. It does not refer to specialist units.

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

AQF qualification means a qualification, accredited by the Australian Skills Quality Authority or the Tertiary Education Quality Standards Agency or by a self-accrediting institution as meeting standards and criteria specified in the AQF, using titles regulated by the AQF.

Centre for Continuing means the unit of that name within the portfolio of the Provost and Continuing and Extra-Curricular Education Policy 2017
**Education**

Deputy Vice-Chancellor.

**continuing education**

means any formal or informal learning, which is not part of a course of study for a qualification approved by the Academic Board. This includes but is not limited to:

- continuing professional development courses
- corporate training courses
- executive education courses
- open courses
- pathway courses
- personal interest courses
- professional development courses
- staff development and support courses
- continuing education courses offered together with other providers

**continuing education student**

means a person who is enrolled in any form of continuing education or extra-curricular education at the University.

**continuing professional development**

means a continuing education course of learning undertaken to maintain professional knowledge and skills related to a profession, as part of a professional accreditation obligation.

**corporate training course**

means a continuing education course commissioned by an employer to address a skill or knowledge gap in a workforce. Corporate training courses are normally customised to the workplace and may or may not lead to the award of a qualification.

**Deputy Vice Chancellor (Registrar)**

Refers to the person or persons exercising the relevant delegations of the Deputy Vice Chancellor Registrar.

**Dean**

includes, where appropriate, a Head of School and Dean of a University school.

**exchange student**

has the meaning given in the *Coursework Policy 2014* which, as at the date of this policy is:

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.

**executive education program**

means an academic program targeted at business leaders and senior executives. These programs normally do not lead to a qualification but may be taken for credit in a postgraduate award course subject to the approval of a faculty and the Academic Board.
extra-curricular education means education provided to students of the University which is not an approved component of an award course (whether credit-bearing or given a zero-credit point weighting). This includes but is not limited to:

- student support courses
- compliance courses

faculty includes, where appropriate, a University school.

higher education award means an award course at the levels of:

- diploma,
- bachelor,
- bachelor with honours,
- graduate certificate,
- graduate diploma,
- master
- doctorate.

It does not include an honorary award.

Higher Education Standards Framework means the framework established by section 58 of the Tertiary Education Quality and Standards Agency Act 2011.

open course means a course without admission requirements or prerequisites offered online to people who are not necessarily enrolled in an award course.

Open Learning Environment has the meaning given in the Coursework Policy 2014, which as at the date of this policy is:

means a shared pool of units of study which are:

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

pathway program means a program that provides bridging preparation for tertiary study following, or in conjunction with, secondary study.

personal interest course means a course that does not lead to a qualification and which is offered to expand the knowledge or skills of the learner in an area not directly or necessarily related to an occupation.
**professional development course** means a course undertaken by an individual to improve professional knowledge, skills and abilities.

**specialist unit** means an organisational unit within the University that is not an academic unit but which may provide continuing or extra-curricular courses in a specialist area related to the unit’s operations.

**staff development and support course** means a course offered to University staff. A staff development and support course may be a component in an award course leading to a qualification but is not required to be.

**student** means, for the purposes of this policy:

- 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. (See the Coursework Policy 2014); or
- a continuing education student.

**student support course** means a course providing extra-curricular education to students enrolled in an award course, but which is not accredited by the Academic Board as a component of that award course.

## 7 Purposes and principles

(1) The purpose of continuing education is to provide flexible opportunities for lifelong learning, skill development and training to participants.

(2) The purpose of extra-curricular education is to provide opportunities to award course students, outside the curriculum, for:

   (a) learning support;
   (b) compliance training
   (c) safety standards training; and
   (d) other educational enrichment.

(3) Continuing education and extra-curricular education should be:

   (a) informed by expertise within the University; and
   (b) aligned with the University’s strategic objectives.

(4) Continuing education and extracurricular education must be:

   (a) approved as specified in clause 10; and
   (b) subject to quality assurance, review and reporting as specified in clause 11.

## 8 Requirements for offering courses

(1) Continuing education and extra-curricular education courses may only be offered as specified in this clause.
(2) Continuing education and extra-curricular courses may be offered by:
   (a) a faculty;
   (b) an academic unit or specialist unit that reports to a Dean or Deputy Vice Chancellor;
   (c) the Centre for Continuing Education.

(3) Subject to the approval of the Dean:
   (a) faculties;
   (b) University schools; and
   (c) academic and specialist units under the governance of a faculty and reporting to a Dean

may offer the following courses, consistently with the requirements of this clause and clause 7:
   (i) continuing professional development courses;
   (ii) corporate training courses;
   (iii) executive education courses;
   (iv) extra-curricular courses;
   (v) personal interest courses;
   (vi) professional development courses;
   (vii) open courses;
   (viii) pathway courses;
   (ix) staff development courses;
   (x) student support courses;
   (xi) research development courses.

(4) Subject to the approval of the head of the academic unit, academic units within the portfolio of a Deputy Vice Chancellor may, within their area of academic expertise, offer courses of the kinds listed in subclause 8(3).

(5) Subject to subclause 8(6), the Centre for Continuing Education may offer courses of the kind listed in subclause 8(3) if they are approved by:
   (a) the Board of Interdisciplinary Studies; or
   (b) a Dean when they are offered in partnership with a faculty.

(6) In addition to the requirements of clauses 8 and 10, the following courses also require the prior approval of the Deputy Vice-Chancellor (Education):
   (a) open courses;
   (b) research training courses; and
   (c) continuing education courses conducted jointly with another institution.

(7) A pathway course may fulfil all or part of an admission requirement for a University of Sydney award course, including requirements specified in a conditional offer, if such use is approved by the Admissions Committee and the Academic Board.

Note: The approval required by this subclause is in addition to the approval of the pathway course as a course under this clause 8.
(8) Continuing education courses conducted jointly with another institution and which lead to a University qualification must comply with the requirements of the Educational Services Agreements Policy 2017.

9  Naming continuing education courses

(1) Names of continuing education courses must not:
   (a) use titles in the Australian Qualifications framework; or
   (b) include words which suggest a qualification, including:
      (i) certificate (except as specified in subclause 9(2));
      (ii) diploma;
      (iii) bachelor;
      (iv) master;

(2) At the conclusion of a continuing education course, a student may be issued with a certificate of attendance or a certificate of completion provided that:
   (a) the certificate contains a statement that the course of study is not a higher education award and not a qualification recognised under the Australian Qualifications Framework; and
   (b) where the continuing education course delivers training or competencies on behalf of an external partner, the certificate specifies the professional body, employer or other organisation that determines the standards.

10 Approving continuing and extra-curricular education courses

(1) Continuing education courses and extra-curricular courses offered by a faculty, or an academic unit or specialist unit within a faculty, (including courses offered in partnership with the Centre for Continuing Education) must be approved by a Dean or by a process managed and approved by a Dean.

(2) Continuing education and extra-curricular courses offered by the Centre for Continuing Education that are not offered in partnership with a faculty must be approved by the Board of Interdisciplinary Studies.

(3) Continuing education and extra-curricular courses offered by academic units or specialist units not within a faculty must be approved by the head of the relevant academic or specialist unit.

(4) A decision maker approving a continuing education course must consider:
   (a) quality;
   (b) the proposed name of the course and the certificate given to successful students;
   (c) the rationale for, design of and intended outcomes of the course;
   (d) where it is proposed to include assessment:
      (i) the rationale for having assessment;
      (ii) the method of assessment;
      (iii) the standards framework for the assessment; and
(iv) how competencies and standards are to be established and monitored;
(e) alignment with University and, where appropriate, faculty strategy;
(f) qualifications, expertise and experience of the individuals delivering the course;
(g) safety and risk;
(h) compliance requirements, including with legislation on working with children, where relevant;
(i) demand and financial sustainability;
(j) the terms of any agreements with external parties, including whether competencies and standards have been specified appropriately.

(5) Approval to offer a course should be for a specified period not exceeding four years, after which a course may be re-approved as described in this section.

11 Quality assurance

(1) Continuing and extra-curricular education courses must be designed to achieve excellence in educational outcomes, experience and environment.

(2) Learning environments must be accessible to students with disabilities.

(3) At the course level, student experience must be:
   (a) measured through surveys and other appropriate instruments each time a course is offered;
   (b) reviewed in the light of student feedback and outcomes each time the course is offered; and
   (c) reported as directed by the Dean or head of academic or specialist unit;

(4) The head of an academic or specialist unit must provide an annual report on the unit’s continuing and extra-curricular education:
   (a) to the relevant Dean; or
   (b) if the academic centre is not under the governance of a faculty, to the Non-Award Subcommittee of the Board of Interdisciplinary Studies.

(5) The Dean must provide an annual report on the faculty’s continuing and extra-curricular education activity, quality, strategic alignment and sustainability to the faculty leadership group and faculty board.

(6) The faculty board must consider the Dean’s report and forward it, with appropriate comments, to the Non-Award Subcommittee of the Board of Interdisciplinary Studies.

(7) The Non Award Subcommittee of the Board of Interdisciplinary Studies will determine the dates by which all reports required by subclauses 11(4), 11(5) and 11(6) are to be provided each year.

(8) The Board of Interdisciplinary Studies must report annually to the Deputy Vice Chancellor (Education) and the Provost and Deputy Vice-Chancellor on the previous year’s continuing and extra-curricular education activity, including its quality, strategic alignment and sustainability
   (a) The Deputy Vice Chancellor (Education) will determine the date by which this report is to be provided.
(9) The Deputy Vice Chancellor (Education) must consider the report of the Board of Interdisciplinary Studies and, if appropriate, make recommendations to the University Executive, to faculties, and academic and specialist units on quality and strategic alignment.

(10) The Provost and Deputy Vice-Chancellor must consider the report of the Board of Interdisciplinary Studies and, if appropriate, make recommendations to the University Executive, to faculties and academic and specialist units on sustainability.

12 Roles and responsibilities

(1) The Academic Board approves pathway courses completed to fulfil admission requirements for study at the University.

(2) The Provost and Deputy Vice-Chancellor is responsible for:
(a) monitoring the sustainability of continuing and extra-curricular education within faculties, centres, academic units and specialist units; and
(b) making recommendations on sustainability of continuing and extra-curricular education to Deans, Heads of Units and the University Executive.

(3) The Deputy Vice Chancellor (Education):
(a) approves the offering of courses specified in subclause 8(6);
(b) is responsible for overseeing the quality of continuing and extra-curricular education, including by:
   (i) monitoring its quality and strategic alignment;
   (ii) monitoring collection of information on quality, student experience and outcomes;
   (iii) making recommendations on quality and strategic alignment of continuing education to the University Executive; and
   (iv) providing strategic leadership in educational excellence and innovation.
(c) approves learning management systems; and
(d) approves student support courses and extra-curricular education for University students.

(4) The Deputy Vice Chancellor (Registrar) is responsible for the institutional systems for registration and course management.

(5) Deans:
(a) approve the educational approach, approval process and offering of continuing education courses within their area of responsibility;
(b) provide for the appointment of appropriately qualified staff to teach continuing and extra-curricular education within their areas of responsibility;
(c) are responsible for:
   (i) the strategic alignment, quality and sustainability of continuing education courses in their areas of responsibility;
   (ii) monitoring information on quality, outcomes, sustainability and feedback;
(iii) reporting the results of such monitoring, to the faculty and to the Non-Award Subcommittee of the Board of Interdisciplinary Studies; and
(iv) the outcomes of the course approval process for continuing and extra-curricular education in their faculty.

(6) **The Board of Interdisciplinary Studies:**

(a) approves the offering of interdisciplinary continuing education courses, on the recommendation of relevant Deans;
(b) approves continuing education courses offered by the Centre for Continuing Education that have not been approved by a Dean;
(c) is jointly responsible with relevant Deans and Deputy Vice-Chancellors for:
   (i) the strategic alignment and quality of interdisciplinary continuing education courses;
   (ii) monitoring information on quality, outcomes and feedback through reports to its Non-Award Subcommittee; and
   (iii) reporting the results of such monitoring to the Deputy Vice Chancellor (Education).

(7) **Heads of academic and specialist centres:**

(a) approve the educational approach and offering of continuing education courses within their area of responsibility;
(b) are responsible for:
   (i) monitoring the strategic alignment, quality and sustainability of continuing education offered by the academic or specialist centre; and
   (ii) reporting on its outcomes, activities, quality and sustainability to the relevant Dean and the Non-Award Subcommittee of the Board of Interdisciplinary Studies; and
   (iii) overseeing the organisation, management and quality of continuing education within the academic or specialist centre; and

(8) **Individual teachers:**

(a) support and lead learning to the standards specified by the relevant Dean or head of specialist or academic centre;
(b) prepare the educational content and conduct educational activities of the course; and
(c) monitor and support educational quality and academic integrity.

**NOTES**

**Continuing and Extra-Curricular Education Policy 2017**

Date adopted:  [This is the date on which the policy is formally signed]

Date commenced:  [This is the date on which the policy will commence, suggest at least two weeks from date of adoption/approval]
Administrator: [List the position title of the most senior person responsible for the day to day operation of the policy]

Review date: [This date must be no more than 5 years from the date of commencement.]

Related documents:
- Tertiary Education Quality and Standards Act 2011 (Cth)
- Code of Conduct for Students
- Coursework Policy 2014
- Educational Services Agreements Policy 2017
- Learning and Teaching Policy 2015

## AMENDMENT HISTORY

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<th>Commencing</th>
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Academic Board 28 November 2018
Non-Confidential

<table>
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<tr>
<th>Author</th>
<th>Professor Tyrone Carlin, DVC and Registrar</th>
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<tr>
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<tr>
<td>Paper title</td>
<td>Amendments to the Student Appeals Rule</td>
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<tr>
<td>Purpose</td>
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**RECOMMENDATION**

That the Academic Standards and Policy Committee recommend that the Academic Board:

(1) endorse the amendment of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), as presented; and

(2) recommend that Senate approve the amendment of the Rule, with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

The proposed amendment of University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), as attached, includes changes from the following areas:

- clarification in the entity that handles formal appeals regarding matters concerning applications for credit. The current rule contains ambiguities which these changes remove.

- Organisation design changes throughout the university have altered entities handling appeals. The Corrections have been made to make the Rule reflect the new Academic Delegations and organisational design (eg adding in references to University schools).
University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)

Approved on: 6 November 2006
Amended on: 6 December 2010
3 August 2015 (administrative amendments only)
25 August 2015 (administrative amendments only)
14 December 2015
20 July 2016 (administrative amendments only)

Amendment effective from: 10 December 2010
1 January 2016
20 July 2016
[insert date]

Part 1: Preliminary

1.1 Citation
This Rule is made by the Senate of the University, pursuant to section 37(1) of the University of Sydney Act 1989 and section 5(1) of the University of Sydney By-law 1999 (as amended).

1.2 Commencement
This Rule will commence on 28 November 2006.

1.3 Purpose
The purpose of this Rule is to ensure that students are treated fairly in relation to the assessment of their work and progress within their Award Course, by providing an internal appeal mechanism that reflects the University’s commitment to fair academic decision making.

1.4 Effect
This Rule repeals and replaces:
1.4.1 clause 18 of the University of Sydney (Coursework) Rule 2000 (as amended);
1.4.2 the Resolutions of the Senate relating to Student Appeals against Academic Decisions; and
1.4.3 the Resolutions of the Academic Board on Student Appeals against Academic Decisions.
1.5 Associated documents

This Rule should be read in conjunction with the Coursework Policy 2014 and Assessment Procedures 2011.

1.6 Definitions

In this Rule:

1.6.1 **Academic Decision** means a decision by the University that affects the academic assessment or progress of a person within his or her Award Course, including a decision:

1.6.1.1 to exclude a Student in accordance with the Coursework Policy 2014;

1.6.1.2 not to readmit or re-enrol a person following exclusion in accordance with the Coursework Policy 2014;

1.6.1.3 to terminate a Student’s candidature for a postgraduate award.

1.6.1B **Academic Panel** means the panel of academics appointed by the Registrar in accordance with clause 3.2B.2.

1.6.2 **Appeal Hearing** means an Appeal Hearing under Part 8.

1.6.3 **Appellant** means:

1.6.3.1 a person enrolled in an Award Course at the time of, or in the semester immediately preceding, the lodgement of his or her appeal; or

1.6.3.2 in the case of an Academic Decision by the University regarding an application for readmission or re-enrolment, a person who was excluded in accordance with the Coursework Policy 2014, prior to the lodgement of his or her appeal.

1.6.3B **Assessment Principles** means the principles for assessment set out in the Coursework Policy 2014.

1.6.4 **Award Course** means a formally approved program of study that can lead to an academic award granted by the University or by any other higher education institution that offers credit for units of study undertaken at the University.

1.6.4B **Credit** means advanced standing awarded to a Student in accordance with the Coursework Policy 2014.

1.6.5 **Dean** means the dean of the relevant Faculty or the Head of School and Dean of the relevant University school.

1.6.6 **Due Academic Process** means the making of Academic Decisions according to published University, Academic Board and Faculty rules, policy, procedure and local provisions, as amended from time to time and as current at the time the Academic Decision was made.

1.6.7 **Faculty** means a faculty, University school or a board of studies as established in each case by its constitution.

1.6.8 **Registrar** means the Registrar of the University of Sydney for the time being, or his or her nominee.

1.6.8B **Special Arrangements** means special arrangements made available to Students for assessments in accordance with the Coursework Policy 2014.
1.6.9 **Special Consideration** means special consideration given to Students in accordance with the [Coursework Policy 2014](#).

1.6.10 **Student** means a person who is currently admitted to candidature in an Award Course.

1.6.11 **Student Appeals Body** means a Student Appeals Body constituted by the Registrar in accordance with Part 7.

1.6.12 **Student Appeals Panel** means the Student Appeals Panel constituted by the Senate in accordance with Part 6.

1.6.13 **University** means the University of Sydney established by the *University of Sydney Act 1989* (as amended).

1.6.14 Unless the contrary appears, a provision in this Rule that specifies matters that are to be or may be considered in relation to a determination or other decision does not imply that they are the only matters to be considered.

1.6.15 A delegate of the Senate is not authorised to sub-delegate (by way of an agency or in any other way) any or all of the delegate’s delegated functions to another person or group of persons.

1.6.16 Delegates more senior in the lines of accountability to a delegate named in this Rule, may exercise a delegation conferred on that named delegate. Example: A Dean may exercise a delegation conferred on an Associate Dean. An Associate Dean may exercise a delegation conferred on a Head of Department/School.

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

1.6.18 A note, marginal note, footnote or endnote is not a provision of this Rule.

1.6.19 A reference to a policy or procedures includes a reference to that policy or those procedures as amended from time to time, and to any replacement policy or procedures which may be adopted in substitution for them.

1.6.20 A reference to a committee includes a reference to any restructured or replacement committee to which the functions or responsibilities of the original committee are reassigned.

### Part 2: Principles

2.1 The University is committed to fair academic decision-making.

2.2 Academic Decisions are entrusted to members of the academic staff acting reasonably in accordance with Due Academic Process.

2.3 A Student who believes that there are genuine grounds for contesting an Academic Decision may apply to have the decision reviewed.

2.4 Students and staff should endeavour to resolve concerns about Academic Decisions in the manner more fully described in clause 3.1 and 3.1A of this Rule, by way of personal communication.

2.5 Where attempts to resolve a concern about an Academic Decision under clause 3.1 or 3.1A of this Rule are unsuccessful, Students may appeal to the relevant Faculty or administrative unit (for consideration by an Academic Panel member), as appropriate, in the first instance.
2.6 Students who are not satisfied with the decision of the Faculty or Academic Panel member may appeal to the Student Appeals Body in accordance with this Rule.

2.7 The University will handle all Student concerns and appeals regarding Academic Decisions in a procedurally fair and reasonable manner, having regard to the principles of timeliness, confidentiality, absence of bias and freedom from victimisation.

2.8 Students may not appeal against Academic Decisions which are otherwise consistent with the principles in Part 2 of this Rule:

(a) on the grounds that they believe that the Academic Decision was made in a manner that was inconsistent with the Assessment Principles; or

(b) that are made in the absolute discretion of the decision maker.

Note: Appeals to the Student Appeals Body can only be made on the grounds of a failure of Due Academic Process. See Part 5.

Part 3: Procedures for Undergraduate and Postgraduate Coursework Students

3.1 Resolution with Teacher or Unit of Study Coordinator

3.1.1 Subject to clause 3.1A, an undergraduate or postgraduate coursework Student who believes that there are genuine grounds for contesting an Academic Decision should first discuss his or her concerns with the relevant teacher or unit of study co-ordinator.

3.1.2 Students are encouraged to take the earliest opportunity to discuss their concerns with relevant Faculty staff. This must occur within:

(a) 15 working days of the Student being advised of the Academic Decision;

(b) in the case of Academic Decisions relating to completion of a unit of study, within 15 working days of the unit of study result being posted by the University; or

(c) such other extended time as the Dean may reasonably authorise.

3.1.3 The teacher or unit of study co-ordinator will address the Student’s concerns promptly, and provide to the Student a full explanation of the reasons for the Academic Decision.

3.1.4 If the Student’s concerns are not resolved by these means, the teacher or unit of study co-ordinator will:

(a) explain the next step in the procedure, which is set out at clause 3.2 below; and

(b) give the Student a copy of this Rule or advise the Student how to access this Rule online.

3.1A Resolution with relevant administrative unit

3.1A.1 If a Student’s concerns relate to an Academic Decision solely concerning Special Consideration, Special Arrangements or Credit, the Student should first raise those concerns with the relevant administrative unit, as specified by the Registrar.

3.1A.2 Students must raise their concerns in writing with the relevant administrative unit within 15 working days of the Student being sent written notification of the Academic Decision.
3.1A.3 A representative of the relevant administrative unit will address the Student's concerns promptly, and provide a full explanation in writing of the reasons for the Academic Decision.

3.1A.4 If the Student's concerns are not resolved by these means, a representative of the relevant administrative unit will:

(a) explain the next step in the procedure, which is set out at clause 3.2A below; and

(b) give the Student a copy of this Rule or advise the Student how to access this Rule online.

3.2 Appeals to the Faculty

3.2.1 If the Student's concerns cannot be resolved under clause 3.1 above, and relate to an Academic Decision that does not solely concern Special Consideration, or Special Arrangements or Credit, the Student may appeal in writing to the Faculty.

3.2.2 The Student must submit his or her written appeal, including any supporting documentation:

(a) for appeals relating to Credit, to the relevant administrative unit, as specified by the Registrar;

(b) for appeals not relating to Credit, to the office or staff member nominated by the Dean to receive Student appeals (such information to be provided to Students at the start of each Semester);

(c) within 20 working days of the date on which he or she was advised of the outcome of discussions under clause 3.1, or such other extended time as the Dean may reasonably authorise, in his or her absolute discretion.

3.2.3 The Faculty or administrative unit must acknowledge receipt of the appeal in writing within three working days of receipt.

3.2.4 The Dean will determine who is to undertake an initial review of the appeal.

3.2.5 This person will normally be the course co-ordinator, Head of Department or School, or relevant Associate Dean.

3.2.6 The person responsible for the initial review must prepare a report for consideration by the Dean, or by his or her nominee. Subject to sub-clause 3.2.7 below the Dean retains final responsibility for any decision regarding a Student appeal to the Faculty.

3.2.7 If the Dean is the relevant teacher or unit of study coordinator referred to in clause 3.1 above, or if the Dean otherwise has an actual, potential or perceived conflict of interests, the Deputy Vice-Chancellor (Education) must handle the Student’s appeal to the Faculty, in accordance with this clause 3.2.

3.2.8 The Faculty must make all reasonable efforts to:

(a) advise the Student in writing of the Dean’s decision and the reasons for the decision;

(b) advise the Student of his or her right to appeal to the Student Appeals Body; and

(c) give the Student a copy of this Rule or advise the Student how to access this Rule online;

within 10 working days of receiving a Student’s appeal.

3.2A Appeals to the Academic Panel
3.2A.1 If the Student’s concerns cannot be resolved under clause 3.1A above, and relate to an Academic Decision that solely concerns Special Consideration, or Special Arrangements or Credit, the Student may appeal in writing to the Academic Panel.

3.2A.2 The Student must submit his or her appeal, including any supporting documentation:

(a) to the administrative unit nominated by the Registrar to receive appeals;
(b) within 20 working days of the date on which he or she was advised of the outcome of discussions under clause 3.1A, or within such reasonable extended time as the Registrar approves, in his or her absolute discretion.

3.2A.3 The administrative unit must acknowledge receipt of the appeal in writing within three working days of receipt.

3.2A.4 A member of the Academic Panel must undertake a review of the appeal, and make a decision.

3.2A.5 The Registrar will maintain a list of Academic Panel members in the order of their appointment to the panel. Appeals must be allocated to the next available panel member on the list who can determine the appeal within the period specified in clause 3.2A.6, subject to the need to avoid conflicts of interests.

3.2A.6 The Academic Panel member must make all reasonable efforts to:

(a) advise the Student in writing of his or her decision and the reasons for the decision;
(b) advise the Student of his or her right to appeal to the Student Appeals Body; and
(c) give the Student a copy of this Rule or advise the Student how to access this Rule online;
within 10 working days of receiving a Student’s appeal.

3.2A.7 The Registrar will report annually to the Academic Standards and Policy Committee on:

(a) the number of Academic Panel appeals; and
(b) Academic Panel decisions

3.2B **Academic Panel**

3.2B.1 The Academic Panel will comprise academics employed by the University at Level C or above.

3.2B.2 Nominations will be sought from each Faculty biennially.

3.2B.3 Appointments to the Academic Panel will be made by the Registrar on the nomination of, or in consultation with, the relevant Dean.
3.2B.4 The names of Academic Panel members will be forwarded to the Academic Board for noting at the end of the nomination process.

Part 4: Procedures for Postgraduate Research Award Students

4.1 Subject to clause 4.2 below, a postgraduate research Student should follow the procedures for undergraduate and postgraduate coursework Students set out in Part 3 above.

4.2 A postgraduate research Student who believes that Due Academic Process has not been observed by the relevant Faculty in relation to an Academic Decision associated with:
   (a) termination of candidature; or
   (b) the examination of a thesis;

is not required to follow the procedures set out in Part 3 above, and may lodge a written appeal to the Student Appeals Body in the first instance.

Part 5: Appeals to the Student Appeals Body

5.1 An Appellant may appeal to the Student Appeals Body against an Academic Decision on the ground that Due Academic Process has not been observed by the relevant Faculty or the Academic Panel member in relation to the Academic Decision.

5.2 An Appellant must lodge his or her written appeal with the Registrar (on behalf of the Student Appeals Body) in accordance with sub-clause 5.3.2, within 15 working days of the date of the written decision of the Dean of the relevant Faculty (or the Deputy Vice-Chancellor (Education) pursuant to sub-clause 3.2.6) or the Academic Panel member regarding the Academic Decision, or within such extended time as the Registrar, in his or her absolute discretion, authorises.

5.3 An appeal will not be heard by the Student Appeals Body unless:
   5.3.1 the basis for the appeal has previously been considered by the relevant Faculty or the Academic Panel (except in the case of Postgraduate Research Award Students as set out in section 4);
   5.3.2 the Appellant has set out in the written appeal his or her reasons, including any written evidence and written submissions, for believing that Due Academic Process has not been observed by the Faculty or the Academic Panel member in relation to the Academic Decision; and
   5.3.3 the Registrar has confirmed that the requirements under sub-clause 5.3.1 and 5.3.2 above have been satisfied; or
   5.3.4 the Registrar decides, in his or her absolute discretion and due to exceptional circumstances, to waive one or more of the requirements in sub-clause 5.3.1 or 5.3.2.

5.4 If the Academic Decision is to exclude a student in accordance with the Coursework Policy 2014 or, in the case of a student enrolled in a postgraduate research award, to terminate his or her candidature, the relevant faculty will not enforce the exclusion or termination until the appeal period specified in clause 5.2 has expired, or, where an appeal is lodged, until such time as the appeal has been determined.

5.5 A person who has lodged an appeal against a decision not to readmit or re-enrol him or her following a period of exclusion may not re-enrol pending determination of the appeal, unless the Registrar, in his or her absolute discretion, is satisfied that it is reasonable in the circumstances to permit re-enrolment.
Part 6: Student Appeals Panel

6.1 The Student Appeals Panel will comprise no fewer than 12 and no more than 48 persons appointed by Senate as members of the Student Appeals Panel on the recommendation of the Registrar.

6.2 At least one half of all members of the Student Appeals Panel will be a combination of members of the academic staff and Students of the University.

6.3 At least six members of the Student Appeals Panel will be undergraduate or postgraduate Students of the University, and at least six members of the Student Appeals Panel will be members of the Academic staff of the University.

6.4 The Registrar will consult with the Presidents of the Students’ Representative Council and the Sydney University Postgraduate Representative Association, on behalf of the Senate, regarding Student appointments to the Student Appeals Panel, without prejudice to the Registrar retaining the ultimate discretion as to whom to recommend.

6.5 The Senate will not appoint a Senate Fellow (other than the Chair of the Academic Board) as a member of the Student Appeals Panel, and the Chair of the Academic Board is appointed in that capacity and not as a Fellow of Senate.

Part 7: Student Appeals Body

7.1 A Student Appeals Body will comprise three members of the Student Appeals Panel, including a Chairperson, selected by the Registrar to sit on the Student Appeals Body, such Student Appeals Body not being a committee of Senate.

7.2 The Chairperson of the Student Appeals Body will normally be, but is not required to be, the Chair of the Academic Board, who may in a particular case nominate a substitute from the Student Appeals Panel advising the Registrar accordingly.

7.3 The Student Appeals Body will normally include, but is not required to include:

7.3.1 a member with academic qualifications (who may but need not be a member of the academic staff of the University); and

7.3.2 a student (who may but need not be a Student of the University).

7.4 The Registrar will not select a member of the Student Appeals Panel to sit on a Student Appeals Body responsible for hearing an appeal arising from a Faculty in which the member is an enrolled student or staff member, or with which the member has had other substantial involvement (including as a member of the Academic Panel).

7.5 The Registrar will report annually to the Senate on:

7.5.1 Student Appeals Body decisions; and

7.5.2 the number of appeal hearings for which the membership of the Student Appeals Body did not include a Student of the University, as a proportion of the total number of appeal hearings.

Part 8: Appeal Hearings

8.1 The Appellant will receive at least 10 business days’ notice of the date of an Appeal Hearing.

8.2.1 The relevant Faculty or the Academic Panel member must provide written evidence and written submissions to the Registrar (on behalf of the Student Appeals Body), at
least eight business days before the Appeal Hearing.

8.2.2 The submissions of the Faculty or Academic Panel member must describe the process by which the Academic Decision was made, and set out why the Faculty or Academic Panel member believes that Due Academic Process has been observed in the making of the Academic Decision.

8.2.3 The Registrar (on behalf of the Student Appeals Body) will provide copies of written evidence and written submissions made by the Faculty or Academic Panel member to the Appellant at least five business days before the Appeal Hearing.

8.3.1 The Appellant will be invited to appear in person at an Appeal Hearing.

8.3.2 The Appellant may be accompanied by a representative, who may speak on the Appellant’s behalf.

8.4 A representative of the relevant Faculty or the Academic Panel member will be invited to appear in person at an Appeal Hearing.

8.5 The Chairperson of the Student Appeals Body may invite independent officers of the University to attend an Appeal Hearing, for the sole purpose of providing expert advice that assists the Student Appeals Body in determining the appeal. An Appellant’s treating practitioner or case worker is not an independent officer of the University for the purpose of this clause.

8.6 Members of the Student Appeals Body may address questions to the Appellant, the Appellant’s representative, the Faculty representative, the Academic Panel member or any independent officer of the University invited to attend the Appeal Hearing in accordance with clause 8.5 above.

8.7 The purpose of an Appeal Hearing is for the Appellant and the Faculty or Academic Panel member to address any questions posed by the Student Appeals Body, but not to give further oral evidence or oral submissions unless the Student Appeals Body, in its absolute discretion, allows such further oral evidence or oral submissions.

8.8 If, due notice having been given, the Appellant or his or her representative does not attend an Appeal Hearing, the Student Appeals Body may, in its absolute discretion:

8.8.1 defer consideration of the appeal; or

8.8.2 hear and determine the appeal in the Appellant’s or representative’s absence.

8.9 A Student Appeals Body may uphold or dismiss an appeal and, in its absolute discretion:

8.9.1 refer the Academic Decision back to the relevant Faculty or the Academic Panel for reconsideration in accordance with Due Academic Process;

8.9.2 make a new or amended Academic Decision; or

8.9.3 determine that no further action should be taken in relation to the matter.

8.10 A decision of a Student Appeals Body is final.

8.11 The Appellant will be advised as soon as practicable of the Student Appeals Body’s decision and the reasons for it.

8.12 Where a decision of a Student Appeals Body reveals a systemic or other serious failure by the Faculty or the Academic Panel to observe Due Academic Process, the Chair of the Student Appeals Body will send a copy of the decision to the Provost and Deputy Vice-Chancellor for consideration and action.

Part 9: Further provisions
9.1 Rescinded.
### Notes

**University of Sydney (Student Appeals against Academic Decisions) Rule 2006**

Date made: 6 November 2006  
Date registered:  
Date commenced: 28 November 2006  
Administered by: University Secretariat  
Publication date:  
Review date:  
Related documents

### Amendment history

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<td>6 December 2010</td>
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<td>Addition of clauses 3.1A, 3.2A and 3.2B referring to Academic Panel, and consequential amendments throughout</td>
<td>1 January 2016</td>
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<td>3.2.2, 3.2.6</td>
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3.2A.1  Addition of reference to Credit  Insert date
Non-Confidential

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<th>Emma Doyle</th>
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<td>Reviewer/Approver</td>
<td>Dr Melissa Hardie</td>
</tr>
<tr>
<td>Paper title</td>
<td>Resolutions of the Faculty of Arts and Social Sciences</td>
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<tr>
<td>Purpose</td>
<td>The purpose of the proposal is to update the resolutions of the Faculty of Arts and Social Sciences.</td>
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**RECOMMENDATION**

That the Academic Standards and Policy Committee recommend that the Academic Board:
1. approve the proposal from the Faculty of Arts and Social Sciences to amend its Faculty Resolutions; and
2. approve the amendment of Faculty Resolutions arising from the proposal, with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

The resolutions of the Faculty of Arts and Social Sciences have been updated for 2018. The amendments were necessary due to the amalgamation of Sydney School of Education and Social Work and Sydney College of the Arts, as well as the introduction of the new undergraduate curriculum.

**ATTACHMENTS**

- **Attachment 1**: Minor course amendment form
- **Attachment 2**: Faculty of Arts and Social Sciences Faculty Resolution amendment
Resolutions of the Faculty of Arts and Social Sciences for coursework awards

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

Part 1: Course enrolment

1 Admission
(1) General
Admission to one or more courses, including undergraduate diplomas, concurrently with any other award course, requires the permission of all Deans concerned.

(2) Sciences Postgraduate degree pathway
Admission to this pathway is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents). Details of admission policies are found in the Coursework Policy. In addition, admission to this pathway requires the applicant to submit a statement of motivation and attend an interview. The results of this process will form part of the ranking of applicants, and offers for available places are issued according to this ranking.

2 Enrolment restrictions
(1) General
(a) The Coursework Policy specifies the maximum number of credit points that a student may take in each semester. The Faculty does not encourage any student to take more than the normal full-time load required to complete their course in the standard time (usually 24 credit points per semester). The Faculty sets minimum and maximum limits for undergraduate students in their first year of study (below).
(b) Units of study in excess of a student's award course requirements will be taken on a full-fee, non-award basis, unless approved otherwise by the Associate Dean.
(c) A student may not enrol in a unit of study based on a language other than English if, in the opinion of the chair of department concerned on the advice of the teacher of the unit, the student's linguistic knowledge or competence would unfairly advantage them over other students enrolled in the unit of study. If enrolment has already taken place, the Associate Dean may direct that the student be withdrawn without penalty from the unit of study.

Undergraduate
(a) An undergraduate student must enrol in a minimum of 12 junior credit points in semester one and two in the first year of candidature. Except with the permission of the Associate Dean, an undergraduate student may not enrol in units of study with a total value of more than 24 junior credit points in semester one or two in the first year of candidature (students who are granted credit or advanced standing may be permitted to enrol in senior units). Except with the permission of the Associate Dean, an undergraduate student may not enrol in units of study with a total value of more than 24 credit points per semester in their first year of candidature.
(b) The maximum number of credit points that may be counted towards a degree from any single subject area in Table A of the Tables of units of study is 18 junior and/or 60 senior, with the exception of the Bachelor of Economics where the individual course resolution applies.
(c) The maximum number of credit points that may be counted towards a degree from any single subject area in Table B of the Tables of units of study is 12 junior and/or 48 senior.

3 Time limits
The Coursework Rule specifies the maximum time limits for completion of candidature.

4 Suspension, discontinuation and lapse of candidature
The Coursework Policy specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. It also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these requirements and their effect on results and financial liability.

5 Credit for previous study
(1) General
Except as described below, or in specific course resolutions, the Coursework Policy specifies the conditions for the granting of credit for previous study to courses in this Faculty.
(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 from this restriction.

Undergraduate
(a) A student can apply for credit to count towards an undergraduate diploma for up to 12 junior and six senior credit points if the credit is in a relevant subject area. Credit will not be granted for:
(i) units of study that count towards another qualification; or
(ii) units of study taken at another institution after admission to candidature, except as per Clause 5.
(b) A student can apply for credit to count towards a bachelor's degree for up to:
A student can apply for credit towards field education, internships or work experience units of study.

Credit will not be granted towards field education, internships or work experience units of study.

Credit will only be granted if it results in a Humanities or Social Sciences unit of study.

Credit will not be granted for units of study competed more than 5 years prior to admission of candidature.

Recognition of prior learning for previous study or work experience cannot be used to waive the requirements of degree capstone experience.

Credit will not be granted for units of study completed from:
(i) a Certificate;
(ii) 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 from this restriction.

Credit for studies undertaken after commencement

This clause addresses credit granted for units of study taken at another institution after enrolment in the respective award course at the University of Sydney, including:
(i) cross-institutional study;
(ii) independent study abroad; and
(iii) the international exchange program

Credit will only be granted to students who have received approval from the Faculty prior to commencing their studies at another institution.

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.

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.

The Faculty Scholars Program is a special program of study for students of exceptional merit who are enrolled in undergraduate degrees administered by the Faculty of Arts and Social Sciences.

Entry to the Faculty Scholars Program is by invitation from the Dean. Invitations are made in December each year, for the following year. Admission to the Faculty Scholars Program is competitive and restricted to a maximum of 25 students each year.

To be considered for entry into the Faculty Scholars Program students should normally have AAMs of 85 or over and a high distinction result in a Humanities or Social Sciences unit of study.

Entry to the Faculty Scholars Program is available to eligible students who have completed 48 credit points over two consecutive semesters in their first year at the University of Sydney.

The Faculty Scholars Program consists of three units of study totaling 18 credit points. Students complete the program over three consecutive semesters and must maintain a minimum average of 80% to remain enrolled.

The Faculty Scholars Program is only available to students studying full time.

Cross-institutional study

Cross institutional study is available unless specified otherwise in the course resolutions. The Coursework Policy specifies the circumstances in which the Associate Dean may approve such study without imposing conditions.

Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

International exchange

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

Faculty exchange units of study can be counted towards the requirements of a program, major, minor or advanced coursework as approved prior to undertaking study while on exchange.

Part 3: Studying and Assessment

Late submission

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

If an extension is not sought, not granted, or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty. The penalty for coursework is as follows: If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows:

(a) From the day after the published due date, the penalty applied is two marks (out of 100) per working day. From the first calendar day after the published due date, the penalty applied is five percent of the maximum mark awarded for the assignment. For each calendar day late thereafter, the penalty increases by five percent.

(b) For assignments marked out of 40 the penalty will be 0.8 marks per working day. Work will not be assessed and a mark of zero will be recorded when an assessment item is submitted either:

(i) more than ten working days after the deadline, or

Part 2: Unit of study enrolment

Faculty of Arts and Social Sciences Units of Study level

Undergraduate units of study in the Faculty of Arts and Social Sciences are designated as junior, senior-intermediate, senior advanced and honours level. They are represented numerically in the unit of study code as:
(a) Junior (1000);
(b) Senior Intermediate (2000);
(c) Senior Advanced (3000);
(d) Honours (4000).

Postgraduate units of study in the Faculty of Arts and Social Sciences are represented numerically as 5000, 6000 and 7000.
(i) after the designated return date, whichever is earlier.

Attendance

1. Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non-attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.

2. Students are expected to attend a minimum of 80% of timetabled activities for a unit of study, unless granted exemption by the Associate Dean or relevant delegated authority. The Associate Dean or relevant delegated authority may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items when attendance is lower than 60% of the total number of classes.

3. The case of any formally enrolled student who is absent from 50% or more of classes, regardless of the reasons for the absences, will be automatically referred to the end-of-semester departmental examiners’ meeting for a determination as to whether the student should pass or fail the unit, or, if a pass is awarded, the level of penalty that should be applied.

4. In exceptional circumstances, for example where there are Work Health and Safety considerations or professional accreditation requirements, and with the approval of the Associate Dean, unit of study coordinators may set out additional attendance criteria in the unit of study outline.

Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study, as determined by the Coursework Policy.

Re-assessment

The Faculty does not offer opportunities for re-assessment (also called ‘supplementary’ assessment) other than on the grounds of approved special consideration.

Part 4: Progression, Results and Graduation

12 Satisfactory progress

The Faculty will monitor students for satisfactory progress towards the completion of their award course.

1. The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

2. Professional experience or field education is an essential requirement for some courses. Where so prescribed, a candidate may not progress to the next year without completing the prescribed professional experience or field education units of study for the previous year.

3. The Faculty reserves the right not to place candidates in a school or other professional experience or field education setting for practicum in any instance where the performance, personal or professional conduct of the candidate does not meet the required professional standard, regardless of the fact that the candidate may be enrolled in units of study with a practicum requirement.

13 Readmission after a period of exclusion

The Coursework Policy provides that a student excluded from a degree may seek readmission at the end of the exclusion period, with the approval of the Associate Dean. A student readmitted in this way is considered to have commenced a new period of candidature and must apply for credit from their previous candidature. Credit will only be awarded in accordance with the Coursework Policy and clause 5 of these resolutions.

16 Undergraduate majors

1. 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.

2. 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.

3. Limits of study counted towards one major may not count toward any other major completed.

4. A major from Table B is one offered by another faculty at the University of Sydney. Requirements for completion of the major are defined in the resolutions of the faculty offering the major.

5. Specific majors required for the completion of a degree are listed in the course resolution for that degree. The majors available within the Faculty are:

Table A Majors

- Agricultural Economics
- American Studies
- Ancient History
- Anthropology
- Arabic Language and Cultures
- Archaeology
- Art History
- Asian Studies
- Australian Literature
- Biblical Studies and Classical Hebrew
- Celtic Studies
- Chinese Studies
- Cultural Studies
- Digital Cultures
- Economometrics
- Economics
- English
- Environmental and Resource Economics
- European Studies
- Film Studies
- Financial Economics
- French and Francophone Studies
- Gender Studies
- Germanic Studies
-
Award of the bachelor's degree with honours

(1) To qualify for admission to candidature for honours, a student must meet the requirements of the Coursework Policy and in addition:
   (a) have completed a major with an average of 70% or above in the intended subject area/s; and
   (b) have the permission of the relevant Chair of Department or program coordinator.

(2) To qualify for admission to the Bachelor of Economics (Honours), students must meet the requirements as outlined in the course resolutions.

(3) General conditions of candidature include:
   (a) the honours course is normally full-time over two consecutive semesters. Students who are unable to enrol full-time should apply to the Faculty to undertake the honours course part-time over a maximum of four consecutive semesters; and
   (b) a student who Fails or Discontinue Fails an honours course may not re-enrol in it;
   (c) students who wish to suspend their honours candidature should apply to the Faculty. The maximum period of suspension is one semester;
   (d) the maximum period of candidature is five consecutive semesters when a suspension is approved.

(4) To qualify for the award of honours a student must complete 48 credit points of honours units of study in a single subject area, or in two subject areas for students completing joint honours, with a minimum honours mark of 65.

(5) A student may not:
   (a) enrol in more than 24 credit points of honours units of study in any one semester; or
   (b) enrol concurrently in any other course or unit of study while enrolled in an honours course.

(6) A student who wishes to enrol in honours in two subject areas must meet the entry requirements for both subject areas. Eligible students can choose to enrol in either:
   (a) a joint honours course. The requirements are completion of 24 credit points in honours units of study in each subject area; or
   (b) an honours course in two subject areas. The requirements are completion of 48 credit points in honours units of study in each subject area. Honours in each subject area is completed separately and in succession.

(7) The grade of honours and the honours mark are determined by performance in the honours course, according to the following table:

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<tr>
<th>Description</th>
<th>Honours Mark Range</th>
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<td>Honours First Class (I)</td>
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<tr>
<td>Honours Second Class, First Division (II.1)</td>
<td>mark = 75-79</td>
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<td>Honours Second Class, Second Division (II.2)</td>
<td>mark = 70-74</td>
</tr>
<tr>
<td>Honours Third Class (III)</td>
<td>mark = 65-69</td>
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15 University medal
A student with an honours mark of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who, in the opinion of the Faculty, have an outstanding academic record, in accordance with the Coursework Policy. Candidates who are awarded an undergraduate diploma with honours are not eligible for the award of a university medal.

16 Weighted average mark (WAM)
The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. WAMs are used by the University as one indicator of performance.

17 Progression through embedded postgraduate programs
Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in an embedded sequence. Only the highest award completed will be conferred.

Part 5: Other

18 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January 2018.
(2) Except where noted below, students who commenced prior to 1 January 2018 complete the requirements in accordance with the resolutions in force at the time of their commencement:
(i) 10 Late submission of work will be effective Semester 1, 2018 for all students
(ii) 11 Attendance will be effective Semester 1, 2018 for all students
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Alison Green, Policy Officer</th>
</tr>
</thead>
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<tr>
<td>Reviewer/Approver</td>
<td>Prof Elizabeth Martin, Associate Dean Learning and Teaching</td>
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<td>Paper title</td>
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<tr>
<td>Purpose</td>
<td>To update the Faculty Resolutions for Dentistry.</td>
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**RECOMMENDATION**

That the Academic Standards and Policy Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Dentistry to amend its Faculty Resolutions; and
(2) approve the amendment of Faculty Resolutions arising from the proposal, with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

The Academic Standards and Policy committee endorsed amendments made to the Faculty of Dentistry resolutions to Academic Board in the meeting of 11 July 2017. However, on advice from Student Administrative Services, a minor amendment is required in relation to clause 12(3), Weighted Average Mark. This amendment is a reversion to the original clause 12(3).

(3) The weight of a unit of study is assigned by the owning faculty. In the Faculty of Dentistry, all units carry a weighting value of one. For the Bachelor of Oral Health, all units starting with ORHL1 have a weighting of 1, ORHL2 have a weighting of 2 and ORHL3 have a weighting of 3. For the Doctor of Dental Medicine, all units starting with SDDM51 have a weighting of 1, SDDM52 (2), SDDM53 (3) and SDDM54 (4).
Resolutions of the Faculty of Dentistry for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Part 1: Course enrolment

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

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

3 Suspension, discontinuation and lapse of candidature
   (1) The Coursework Rule and Coursework Policy specify the conditions for suspending or discontinuing candidature, and return to candidature after these events.

4 Credit for previous study
   Credit for previous study may be granted for the Bachelor of Oral Health degree. Refer to the specific resolutions for the Bachelor of Oral Health.

Part 2: Unit of study enrolment

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

6 International exchange
   International exchange is not permitted by the Faculty of Dentistry.

Part 3: Studying and Assessment

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

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

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

10 Re-assessment
   In this Faculty, opportunities for re-assessment are offered to students on the grounds as stated in the Faculty of Dentistry - Assessment Provision 2017.
Part 4: Progression, Results and Graduation

11 Satisfactory progress

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

12 Weighted Average Mark (WAM)

(1) The University uses the following formula for calculating the WAM. WAMs are used by the University as one indicator of performance. For example, WAMs can be used in assessing admission to and award of honours, eligibility for prizes and scholarships, or assessing progression through a course.

\[
WAM = \frac{\sum(Wc \times Mc)}{\sum(Wc)}
\]

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

(3) The weight of a unit of study is assigned by the owning faculty. In the Faculty of Dentistry, all units carry a weighting value of one. For the Bachelor of Oral Health, all units starting with ORHL have a weighting of 1, ORHL2 have a weighting of 2 and ORHL3 have a weighting of 3. For the Doctor of Dental Medicine, all units starting with SDDM51 have a weighting of 1, SDDM52 (2), SDDM53 (3) and SDDM54 (4).

Part 5: Other

13 Special permission

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

14 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2018 and students who commenced their candidature prior to 1 January, 2018, who elect to proceed under these resolutions.
RECOMMENDATION

To Academic Board that the Student Misconduct Report 2015 – 2016 be received and noted.

EXECUTIVE SUMMARY

Prior to 31 March 2017, allegations of student misconduct were investigated in accordance with Chapter 8 of the University of Sydney By-Law 1999 (as amended) (“the By-law”). On 31 March 2017, Chapter 8 was withdrawn from the By-law and the University of Sydney (Student Discipline) Rule 2016 was promulgated.

Chapter 8 of the By-law set out the procedures for resolving allegations of misconduct by students. Clause 76(3) required the Vice-Chancellor and any Proctorial Board to provide a report to the Senate and the Academic Board on all matters in which a penalty was imposed on a student as a result of a finding of misconduct.

Set out below is a summary of all such matters that were referred in 2015 and 2016 under the By-law.

1. 2015 Misconduct Penalties

In 2015, penalties were applied on students for breaches of the following policies:
- Academic Honesty in Coursework Policy;
- Code of Conduct for Students
- Bullying, Harassment and Discrimination Prevention Policy 2015

Below is a summary of thirty six (36) cases which resulted in penalties being applied for breaches of these policies.

1.1 Sexual Harassment:

There were no cases where this class of misconduct was processed through to penalty.

1.2 Harassment/Bullying/Discrimination:

The University applied penalties as follows:
- Four (4) cases: Severe Reprimand.

1.3 Fraud:

A penalty was applied as follows:
- One (1) case: Reprimand; expulsion from the University for seven (7) years.
1.4 Falsified Medical Certificate:
Providing either a forged or illegally purchased Professional Practice Certificate or medical certificate in support of a Special Consideration application.

A range of penalties was applied in sixteen (16) cases:

1.4.1 Seven (7) cases involved multiple units of study which incurred penalties as follows:
   i. One (1) case: Reprimand; zero mark and fail grade in seven units of study; suspension from the award course for two semesters.
   ii. One (1) case: Reprimand; zero mark and fail grade in six units of study, expulsion from the University for six semesters.
   iii. One (1) case: Reprimand; zero mark and fail grade in five units of study, expulsion from the University for six semesters.
   iv. One (1) case: Reprimand; zero mark and fail grade in four units of study.
   v. One (1) case: Reprimand; zero mark and fail grade in three units of study, one semester suspended suspension from the award course.
   vi. One (1) case: Reprimand; zero mark and fail grade in two units of study; one semester suspended suspension from the award course.
   vii. One (1) case: Reprimand; zero mark and fail grade in two units of study, two semester suspension from the award course

1.4.2 Nine (9) cases involved a single unit of study which incurred penalties as follows:
   i. One (1) case: Reprimand; zero mark and fail in one subject, one semester suspension from the award course.
   ii. One (1) case: Reprimand; zero mark and fail grade in one unit of study, one semester suspended suspension from the award course.
   iii. Seven (7) cases: Reprimand; zero mark and fail grade in one unit of study, semester suspended suspension from the award course.

1.5 Academic Honesty in Coursework Policy
Engaging another person to contribute to an assignment; submitting work for assessment that has been completed by another person or to which another person has made significant contribution.

A range of penalties was applied in fifteen (15) cases:

1.5.1 Two (2) cases involved multiple units of study which incurred the following penalty:
   - Two (2) cases: Reprimand; zero mark and fail grade in two units of study, one semester suspension from the award course

1.5.2 Thirteen (13) cases involved a single unit of study which incurred penalties as follows:
   i. One (1) case: Reprimand; zero mark and fail in one subject, one semester suspension from the award course; an additional one semester suspended suspension from the award course.
   ii. Ten (10) cases: Reprimand; zero mark and fail grade in one unit of study; one semester suspension from the award course.
   iii. One (1) case: Reprimand, one semester suspended suspension from the award course.
   iv. One (1) case: Reprimand; revision of the thesis (with conditions).
2 2016 Student Misconduct Penalties

In 2016, penalties were applied on students for breaches of the following policies:
- Academic Honesty in Coursework Policy;
- Code of Conduct for Students
- Bullying, Harassment and Discrimination Prevention Policy 2015

Below is a summary of thirty three (33) 2016 cases which resulted in penalties being applied for breaches of the above rules.

2.1 Sexual Harassment:
A penalty was applied in two (2) cases:
   i. One (1) case: Severe reprimand; one year suspension from the University; cancelation of a residency agreement.
   ii. One (1) case: Reprimand

2.2 Harassment/Bullying
A penalty was applied in two (2) cases:
   i. One (1) case: Severe reprimand; two semester suspension from the award course.
   ii. One (1) case: Reprimand.

2.3 Falsified Medical Certificate
Providing either a forged or illegally purchased Professional Practice Certificate or medical certificate in support of a Special Consideration application.

A range of penalties was applied in twenty five (25) cases.

2.3.1 Twelve (12) cases involved multiple units of study which incurred penalties as follows:
   i. One (1) case: Reprimand; zero mark and fail grade in eleven units of study; exclusion for one year
   ii. One (1) case: Reprimand; zero mark and fail in seven units of study; two year expulsion from the University.
   iii. One (1) case: Reprimand; zero mark and fail grade in five units of study, one year expulsion from the University.
   iv. One (1) case: Reprimand; zero mark and fail grade in five units of study, one year expulsion from the University.
   v. One (1) case: Reprimand; zero mark and fail grade in three units of study, one semester suspended suspension from the award course.
   vi. Two (2) cases: Reprimand; zero mark and fail grade in two units of study; one semester suspension from the award course.
   vii. Four (4) cases: Reprimand; zero mark and fail grade in two units of study; one semester suspended suspension from the award course.
   viii. One (1) case: Reprimand; zero mark and fail grade in one unit of study; one semester suspended suspension from the award course.

2.3.2 Ten (10) cases involved a single unit of study which incurred penalties as follows:
   i. One (1) case: Reprimand; zero mark and fail grade in one unit of study; one semester suspension from the award course.
   ii. Nine (9) cases: Reprimand; zero mark and fail grade in one unit of study; one semester suspended suspension from the award course.

2.3.3 Three (3) cases incurred penalties as follows:
   i. One (1) case: One semester suspension from the award course.
   ii. One (1) case: Severe reprimand.
<table>
<thead>
<tr>
<th>iii. One (1) case: Expulsion from the University if the student re enrolls (student had voluntarily withdrawn before the finalisation of the case)</th>
</tr>
</thead>
</table>

**2.4 Academic Honesty in Coursework Policy**

Engaging another person to contribute to an assignment; submitting work for assessment that has been completed by another person or to which another person has made significant contribution.

A penalty was applied in four (4) cases as follows:

| i. One (1) case: Reprimand; zero mark and fail grade in two units of study; three year suspension from the award course. |
| ii. One (1) case: Zero mark and fail grade in one unit of study; one semester suspended suspension from the award course. |
| iii. One (1) case: Severe reprimand; zero mark and fail grade in one unit of study; one semester suspension from the award course. |
| iv. One (1) case: Reprimand; zero mark and fail grade in one unit of study; one semester suspended suspension from the award course. |
Appendix

1.1 Comparative Data Case vs Penalties

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation &amp; penalties applied</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>Investigation &amp; no penalty applied</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Did not proceed to investigation, referred to Faculty or withdrawn</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>56</td>
<td>52</td>
</tr>
</tbody>
</table>

1.2 Mechanism for feedback on penalties to unit of study coordinators

2015-2016 penalty updates were reported individually to respective faculty staff responsible for/and with access to updating enrolments records in Sydney Student. Penalty outcome letters and investigation reports are stored in and will remain on secure TRIM files for retrieval by approved staff.

Advice from the University’s Privacy Officer prescribes the release only of de-identified information and hence study coordinators have not be updated with details on specific cases.

Moving forward, it is proposed that penalty data be relayed to Deans and Associate Deans bi-annually in a de-identified fashion by the Student Affairs Unit.

1.3 Penalty determinations

Note that under Chapter 8 of the By-law, the Vice-Chancellor had discretion in determining and prescribing the severity of penalties in light of any mitigating circumstances.

2015 Penalty data

<table>
<thead>
<tr>
<th>#</th>
<th>Misconduct Type</th>
<th>Penalty Applied</th>
<th>Offence Background</th>
<th>Penalty Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Harassment/ Bullying</td>
<td>Severe Reprimand</td>
<td>Harassment, bullying or discrimination of a Student by another that was found to be not acceptable and impeded the students participation at the University</td>
<td>The application of the respective penalties was relative to the individual case circumstances, the effect on the complainant and precedents established from other similar cases.</td>
</tr>
<tr>
<td>2</td>
<td>Harassment/ Bullying</td>
<td>Severe Reprimand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Harassment/ Bullying</td>
<td>Severe Reprimand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Harassment/ Bullying</td>
<td>Severe Reprimand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fraud</td>
<td>Reprimand plus expulsion from the University for a period of seven (7) years</td>
<td>Student operated a fraudulent scheme which effected other Students financially</td>
<td>Severe incident</td>
</tr>
<tr>
<td>Item No</td>
<td>Description</td>
<td>Action 1</td>
<td>Action 2</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus zero mark and fail in two subject, plus a one semester suspension from the award course</td>
<td>Reprimand: Conscious action to cheat through purchase of material to fulfil course work assignments. Severity determined by such factors as previous history, number of subjects; Course content involved - Assignment/Major Work/Thesis and the degree of course contribution purchased. Plagiarism: Either conscious or unconscious actions in the use of and or reference to non-original material in course work. Offences may range from copying and using whole sections of material through to omitting to quote references to published works used in course work. The consideration of Penalty will in the first instance involve a fail and zero mark in respect to the subjects involved. The second consideration will be in respect to a period of exclusion or suspension from either the course or the University, and whether this aspect of the penalty is applied or suspended. Factors involved in this process include - (a) the nature, frequency and seriousness of the misconduct; (b) any previous record of misconduct by the student or former student; (c) previous penalties imposed on a student or former student for misconduct, including any penalty suspended; (d) the timing of any admission by the student or former student of the misconduct; and (e) any relevant mitigating circumstances.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course plus an additional one semester suspension from the award course that was suspended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course</td>
<td>AS Above</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course</td>
<td>AS Above</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course</td>
<td>AS Above</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course</td>
<td>AS Above</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course</td>
<td>AS Above</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course</td>
<td>AS Above</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course</td>
<td>AS Above</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course</td>
<td>AS Above</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course</td>
<td>AS Above</td>
<td></td>
</tr>
<tr>
<td>Item No</td>
<td>Incident</td>
<td>Penalty</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand, plus a one semester suspension from the award course that was suspended</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Ghost Writing/Plagiarism</td>
<td>Reprimand plus a requirement to redo thesis which is to be reviewed by an external party</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Falsified certificates associated with 7 – 10 subjects</td>
<td>Reprimand plus zero mark and fail in seven subjects, plus a two semester suspension from the award course</td>
<td>Conscious action to provide falsified certificates as a reason for being unfit to complete assignments or attend examinations. Certificates have either been purchased online (for a fee) or acquired or forged through other sources. In all cases Students had not attended a registered medical practice for assessment and issue of the required certificate.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Falsified certificates associated with 4 – 6 subjects</td>
<td>Reprimand plus zero mark and fail in five subjects, plus expulsion from the University for six semesters</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Falsified certificates associated with 4 – 6 subjects</td>
<td>Reprimand plus zero mark and fail in four subjects</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Falsified certificates associated with 4 – 6 subjects</td>
<td>Reprimand plus zero mark and fail in three subjects, plus a one semester suspension from the award course that was suspended</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Falsified certificates associated with 2 – 3 subjects</td>
<td>Reprimand plus zero mark and fail in two subjects, plus a two semester suspension from the award course</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Falsified certificates associated with 2 – 3 subjects</td>
<td>Reprimand plus zero mark and fail in one subject, plus a two semester suspension from the award course</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a two semester suspension from the award course</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a two semester suspension from the award course</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a two semester suspension from the award course</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
<td>As Above</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
<td>As Above</td>
<td></td>
</tr>
</tbody>
</table>
Submission To: Academic Standards & Policy Committee  
Date: 14 November 2017  
Item No: 5.1

| Item No | Confident enclosed with 1 Subject | Semester suspension from the award course that was suspended |  |  |
|--------|---------------------------------|-----------------------------------------------------------|  |  |
| 34     | Falsified certificates associated with 1 Subject | Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended | As Above | As Above |
| 35     | Falsified certificates associated with 1 Subject | Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended | As Above | Degree to be re-conferred when Student completed remedial actions |
| 36     | Falsified reports relating to two units of study | Degree previously conferred Revoked | As Above | Degree to be re-conferred when Student completed remedial actions |

<table>
<thead>
<tr>
<th>Complaint Type</th>
<th>Outcome Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>37-45 Misconduct No Penalty</td>
<td>Nine Cases No Further Action</td>
</tr>
<tr>
<td>46-51 Misconduct No Penalty</td>
<td>Six Withdrawn</td>
</tr>
<tr>
<td>52-55 Misconduct No Penalty</td>
<td>Three Not proceeded with</td>
</tr>
<tr>
<td>56 Misconduct No Penalty</td>
<td>Did Not Proceed to Investigation</td>
</tr>
</tbody>
</table>

### 2016 Penalty data

<table>
<thead>
<tr>
<th>#</th>
<th>Misconduct Type</th>
<th>Penalty Applied</th>
<th>Offence Background</th>
<th>Penalty Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sexual Harassment</td>
<td>Severe reprimand plus a one-year suspension from the University plus cancelation of a residency agreement</td>
<td>The application of the respective penalties was relative to the individual case circumstances, the effect on the complainant and precedents established from other similar cases.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sexual Harassment</td>
<td>Reprimand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Harassment/ Bullying</td>
<td>severe reprimand plus a two-semester suspension of an award course</td>
<td>The application of the respective penalties was relative to the individual case circumstances, the effect on the complainant and precedents established from other similar cases.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Harassment/ Bullying</td>
<td>Reprimand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ghost Writing</td>
<td>Reprimand plus zero mark and fail in two subjects, plus a three-year exclusion from the award course</td>
<td>Conscious action to cheat through purchase of material to fulfill course work assignments. Severity determined by such factors as previous history, number of subjects; Course content involved; Assignment/Major Work/Thesis and the degree of course contribution purchased. The consideration of penalty will in the first instance involve a fail and zero mark in respect to the subjects involved. The second consideration will be in respect to a period of exclusion or suspension from either the course or the University, and whether this aspect of the penalty is applied or suspended. Factors involved in this process include - (a) the nature, frequency and seriousness of the misconduct; (b) any previous record of misconduct by the student or former student; (c) previous penalties imposed on a student or former student for misconduct, including any penalty suspended; (d) the timing of any admission by the student or former student of the misconduct; and (e) any relevant mitigating circumstances</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ghost Writing</td>
<td>Zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Plagiarism</td>
<td>Severe reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course</td>
<td>Either conscious or unconscious actions in the use of and or reference to non-original material in course work. Offences may range from copying and using whole sections of material through to omitting to quote references</td>
<td></td>
</tr>
<tr>
<td>Item No</td>
<td>Description</td>
<td>Associated actions</td>
<td>Consideration of Penalty</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 8      | Falsifying a Tutor's report                                                   | Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended | The consideration of Penalty will in the first instance involve a fail and zero mark in respect to the subjects involved. The second consideration will be in respect to a period of exclusion or suspension from either the course or the University, and whether this aspect of the penalty is applied or suspended. 
Factors involved in this process include -  
(a) the nature and repeat instance of the misconduct;  
(b) any previous record of misconduct by the student or former student;  
(c) previous penalties imposed on a student or former student for misconduct, including any penalty suspended;  
(d) the timing of any admission by the student or former student of the misconduct; and  
(e) any relevant mitigating circumstances |
<p>| 9      | Falsified certificates associated with 10 Plus subjects                       | Reprimand plus zero mark and fail in eleven subjects, plus exclusion for one year  | Reprimand plus zero mark and fail in eleven subjects, plus exclusion for one year. Certificates have either been purchased on line (for a fee) or acquired or forged through other sources. |
| 10     | Falsified certificates associated with 7 – 10 subjects                        | Reprimand plus zero mark and fail in seven subject, plus exclusion for two years   | Reprimand plus zero mark and fail in seven subject, plus exclusion for two years.  |
| 11     | Falsified certificates associated with 4 – 6 subjects                         | Reprimand plus zero mark and fail in five subjects, plus exclusion for one year    | Reprimand plus zero mark and fail in five subjects, plus exclusion for one year. Certificates have either been purchased on line (for a fee) or acquired or forged through other sources. |
| 12     | Falsified certificates associated with 4 – 6 subjects                         | Reprimand plus zero mark and fail in five subjects, plus exclusion for one year    | Reprimand plus zero mark and fail in five subjects, plus exclusion for one year. Certificates have either been purchased on line (for a fee) or acquired or forged through other sources. |
| 13     | Falsified certificates associated with 2 – 3 subjects                         | Reprimand plus zero mark and fail in three subjects, plus a one semester suspension from the award course that was suspended | Reprimand plus zero mark and fail in three subjects, plus a one semester suspension from the award course that was suspended. Certificates have either been purchased on line (for a fee) or acquired or forged through other sources. |
| 14     | Falsified certificates associated with 2 – 3 subjects                         | Reprimand plus zero mark and fail in two subjects, plus a one semester suspension from the award course | Reprimand plus zero mark and fail in two subjects, plus a one semester suspension from the award course. Certificates have either been purchased on line (for a fee) or acquired or forged through other sources. |
| 15     | Falsified certificates associated with 2 – 3 subjects                         | Reprimand plus zero mark and fail in two subjects, plus a one semester suspension from the award course | Reprimand plus zero mark and fail in two subjects, plus a one semester suspension from the award course. Certificates have either been purchased on line (for a fee) or acquired or forged through other sources. |
| 16     | Falsified certificates associated with 2 – 3 subjects                         | Reprimand plus zero mark and fail in two subjects, plus a one semester suspension from the award course that was suspended | Reprimand plus zero mark and fail in two subjects, plus a one semester suspension from the award course that was suspended. Certificates have either been purchased on line (for a fee) or acquired or forged through other sources. |
| 17     | Falsified certificates associated with 2 – 3 subjects                         | Reprimand plus zero mark and fail in two subjects, plus a one semester suspension from the award course that was suspended | Reprimand plus zero mark and fail in two subjects, plus a one semester suspension from the award course that was suspended. Certificates have either been purchased on line (for a fee) or acquired or forged through other sources. |
| 18     | Falsified certificates associated with 2 – 3 subjects                         | Reprimand plus zero mark and fail in two subjects, plus a one semester suspension from the award course that was suspended | Reprimand plus zero mark and fail in two subjects, plus a one semester suspension from the award course that was suspended. Certificates have either been purchased on line (for a fee) or acquired or forged through other sources. |
| 19     | Falsified certificates associated with 2 – 3 subjects                         | Reprimand plus zero mark and fail in two subjects, plus a one semester suspension from the award course that was suspended | Reprimand plus zero mark and fail in two subjects, plus a one semester suspension from the award course that was suspended. Certificates have either been purchased on line (for a fee) or acquired or forged through other sources. |
| 20     | Falsified certificates associated with 1 Subject                             | Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course | Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course. Certificates have either been purchased on line (for a fee) or acquired or forged through other sources. |
| 21     | Falsified certificates associated                                                 | Reprimand plus zero mark and fail in one subject, plus a one semester suspension | Reprimand plus zero mark and fail in one subject, plus a one semester suspension. Certificates have either been purchased on line (for a fee) or acquired or forged through other sources. |</p>
<table>
<thead>
<tr>
<th>Item No</th>
<th>Complaint Type</th>
<th>Outcome Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
</tr>
<tr>
<td>23</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
</tr>
<tr>
<td>24</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
</tr>
<tr>
<td>25</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
</tr>
<tr>
<td>26</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
</tr>
<tr>
<td>27</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
</tr>
<tr>
<td>28</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
</tr>
<tr>
<td>29</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
</tr>
<tr>
<td>30</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Reprimand plus zero mark and fail in one subject, plus a one semester suspension from the award course that was suspended</td>
</tr>
<tr>
<td>31</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>One semester suspension from the award course</td>
</tr>
<tr>
<td>32</td>
<td>Falsified certificates associated with 1 Subject</td>
<td>Severe reprimand</td>
</tr>
<tr>
<td>33</td>
<td>Falsified certificates</td>
<td>Exclusion from the University if the Student re enrolls (Student had voluntarily withdrawn before application of the penalty)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complaint Type</th>
<th>Outcome Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 - 39</td>
<td>Misconduct No Penalty Six Cases No Further Action</td>
</tr>
<tr>
<td>40-45</td>
<td>Misconduct No Penalty Six Withdrawn</td>
</tr>
<tr>
<td>46-49</td>
<td>Misconduct No Penalty Four Not Proceeded</td>
</tr>
<tr>
<td>50-51</td>
<td>Misconduct No Penalty Two Did not proceed to Investigation</td>
</tr>
<tr>
<td>52</td>
<td>Misconduct No Penalty Student Graduated No Longer Under University Jurisdiction</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Hugh O'Dwyer, Policy and Project Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pip Pattison, DVC Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>2016 Quality Verification System Review</td>
</tr>
<tr>
<td>Purpose</td>
<td>To inform the Academic Standards and Policy Committee about the feedback provided to the University of Sydney regarding the units of study that were submitted to the 2016 Group of Eight Quality Verification System review.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Standards and Policy Committee note the feedback provided about the University of Sydney units of study that were reviewed during the 2016 Group of Eight (Go8) Quality Verification System (QVS) review.

**EXECUTIVE SUMMARY**

The University of Sydney participated in the QVS review in 2016 and has received completed reviews from the Go8 for all units of study except those within the Civil Engineering discipline area. The reviews provided positive feedback about the objectives and assessment tasks of units of study provided for review, while also identifying some areas for improvement. The reviews of University of Sydney units of study are provided in attachment 1.

**BACKGROUND / CONTEXT**

The University of Sydney has been participating in the QVS since it commenced in 2011. As required by the renewed Higher Education Standards, its purpose is to provide an externally referenced quality assurance process to review academic standards at all levels of achievement across Go8 institutions and provide public assurance that learning outcomes are comparable with world leading universities.

The 2016 QVS involved the review of two capstone or core final year units in six nominated discipline areas by academic reviewers from Go8 universities.

The Go8’s Deputy Vice Chancellors Academic Group selected the following disciplines for review across the Go8 in 2016: Education, Law, Archaeology, Environmental Sciences, Biology, and Civil Engineering. The University has received reviews from the Go8 for all for all units of study except those within the Civil Engineering discipline area. The table below provides information on the University’s units of study that were submitted to the Go8 for review by other institutions.

| Table 1 – University of Sydney units of study reviewed in the 2016 Go8 QVS |
|-----------------------------|-------------------------------------------------|-------------------------|
| Discipline area             | Unit of Study                                   | Unit of Study Coordinator |
| Education                   | EDMT6012 Professional Research Project          | Nigel Goodwin           |
| Education                   | EDSE5010 Meeting the Needs of Cultural Diversity | Kate Keeley             |
| Law                         | LAWS3480/5180 IP: Copyright and Designs         | Kimberlee Weatherall    |
| Law                         | LAWS5017 Private International Law A            | Ross Anderson           |
| Archaeology                 | ARCA3601 Research in Australasian               | Peter Hiscock           |
| Archaeology                 | ARCA3605 Dialogue of Civilizations: East and West| Margaret Miller         |
|                             |                                                 | Barbara Helwing         |
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<tr>
<th>Subject</th>
<th>Code/Course Description</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Environmental Sciences</td>
<td>ENVI3112 Environmental Assessment</td>
<td>Phil McManus</td>
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<td>GEOS3014 GIS in Coastal Management</td>
<td>Eleanor Bruce</td>
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<td>Dieter Hochuli</td>
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<td>BIOL3018 Gene Technology and Genomics</td>
<td>Mary Byrne</td>
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<td>Luming Shen</td>
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<tr>
<td>Civil Engineering</td>
<td>CIVL5021 Capstone Project B</td>
<td>Gwénaëlle Proust</td>
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Go8 Reviewers evaluated the appropriateness of learning outcomes and assessment tasks for each unit of study, and assessed whether each sampled item of student work received an appropriate grade, or whether the reviewer considered the mark to be either too high or too low. Of the assessments graded by Go8 reviewers in 2016, 165 aligned with the University of Sydney grade awarded and 25 disagreed. Of those that disagreed, 17 grades were deemed to be unduly high, while eight grades were considered to be unduly low.

For the majority of units, the Go8 reviews were positive and considered the assessment tasks and processes to be appropriate. Reviewers were asked to provide an overall summary judgement of the unit and only one selected the option identifying immediate concerns relating to the unit’s learning outcomes and assessment tasks. Where possible, assessment tasks and marking criteria generally compared favourably with analogous or relevant units of study at other universities. Reviewer feedback also highlighted that the learning objectives of units were well developed and their relationship with the Graduate Qualities was clearly articulated. However, some reviewers identified areas for improvement, such as course content being too broad for a final year unit, high grades awarded to assessments that were significantly over the indicated word limit, and insufficient weight given to demonstrating competency in a range of research approaches within a unit of study.

The University will continue to participate in the Go8 QVS review, with the 2017 QVS currently in progress. The attached QVS Reviews have also been provided to the University Executive Education Committee at its meeting on 6 November 2017.

ATTACHMENTS

Attachment 1: Go8 QVS Reviews of 2016 University of Sydney Units of Study
RECOMMENDATION

That the Academic Board approve the 2018 Academic Calendar for the Sydney School of Education and Social Work, as presented.

EXECUTIVE SUMMARY

Every year, the Sydney School of Education and Social Work publishes a School-specific calendar which varies slightly from the University calendar. The variation stems from the School's need to align with the NSW Education Calendar, which would allow education students to undertake professional experience in classrooms. The variation is also necessary in order for Social Work students to fit in 80 days worth of field experience within one calendar year.
2018 “Out of Sync” Semester Dates – School of Education and Social Work

**Semester 1**

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<tr>
<th>Author</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Prof Elizabeth Martin</td>
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<tr>
<td>Paper title</td>
<td>Doctor of Dental Medicine 2018 Academic Calendar</td>
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<tr>
<td>Purpose</td>
<td>To seek approval of the Academic Board for an amendment to the Doctor of Dental Medicine Academic Calendar.</td>
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RECOMMENDATION

That the Academic Board approve the request from the Faculty of Dentistry to amend the 2018 Academic Calendar for the Doctor of Dental Medicine with immediate effect, as set out in the document attached.

EXECUTIVE SUMMARY

Since the approval of the Doctor of Dental Medicine’s Academic Calendar at the Academic Board meeting of 10 October 2017, an additional rural placement rotation has been added in Year 4 to cater for extra student groups.
### 2018 - DMD CURRICULUM MAP

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RECOMMENDATION

That the Academic Board approve the 2018 Academic Calendar for Sydney Nursing School, as presented.

EXECUTIVE SUMMARY

This proposal seeks the approval by the Academic Board of the 2018 Academic Calendar for Sydney Nursing School. The calendar reflects the relevant components of each program by year, and specifies teaching periods, clinical placement as required by the Australian Nursing and Midwifery Accreditation Council, and important university dates. It was developed in consultation with Faculty staff and approved by the Faculty Board on 7 August 2018.
### Key

- **Clinical Placements** are subject to change based on Health Service capacity. Note the hours required for each Placement.
- **Contingency Clinical Placements.** Students are required to be available during designated ‘Contingency’ periods in case clinical placements are unavailable at earlier times.
- Any individual student would only be allocated to a Clinical Placement(s) covering part of the total time available.
- Students not requiring a supplementary clinical will be on end of semester break. Semester 2 supplementaries may have to be completed in Jan/Feb 2016. Students are required to be available during designated ‘Supplementary’ periods in case clinical placements are unavailable at earlier times.

### Public Holidays

- Australia Day, Friday 26 January
- Good Friday, Friday 30 March
- Easter Monday, Monday 2 April
- ANZAC Day, Wednesday 25 April
- Queen’s Birthday, Monday 11 June
- Labour Day, Monday 1 October

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Note: The University agrees to three Universities Australia Common Vacation Weeks each year.

Note: The University is expected to close down for the Christmas breaks between 23/12/17 - 7/1/18 and 22/12/18 - 6/1/19 inclusive.

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**Calendar 2018**

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**RECOMMENDATION**

*That the Academic Board approve the 2018 Academic Calendar for Sydney Medical School, as presented.*

**EXECUTIVE SUMMARY**

This proposal seeks the approval by the Academic Board of the 2018 Academic Calendar for Sydney Medical School, as attached.
### 2018 Dates in this Planner commence on Mondays

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### Legend:
- Break Assessment
- Clinical School Book
- Long Case: Long Case Summative Assessment
- RM: Research Methods
- OSCE: Summative OSCE (Objective Structured Clinical Exam)
- RSA: Required Summative Assessment
- PSA: Prescribing Safety Assessment
- RSA(A): Required Summative Assessment- Anatomy discipline
- RSA(P): Required Summative Assessment- Pathology discipline
- Short week (Public Holiday)
- CONF: Conference Week (Attendance compulsory)
- MD: Final Draft
- Flexible Elective (3rd Dec 18 - 1st Mar 19)

### Dates in this Planner commence on Mondays

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