NOTICE OF MEETING

Meeting 3/2019 of the Academic Board will be held from 2:00pm – 4:00pm on Tuesday 23 July 2019 in the Level 1 Auditorium 1 & 2, Ground Floor, Administration Building (F23). 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 to be resolved as recommended.

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<th>Item</th>
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<tr>
<td>1 WELCOME AND APOLOGIES</td>
<td>Chair</td>
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<td>2 PROCEDURAL MATTERS</td>
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<tr>
<td>2.1 Starring of Items and adoption of unstarred items</td>
<td>Chair</td>
<td>verbal</td>
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<td>2.2 Minutes of Previous Meeting</td>
<td>Chair</td>
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<td>2.3 Business Arising:</td>
<td>Chair</td>
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<td>(1) Open Access</td>
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<td>2.4 2019 Membership of the Academic Board</td>
<td>Chair</td>
<td>attached</td>
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<td>3 STRATEGIC ITEMS OF BUSINESS</td>
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<tr>
<td>3.1 Academic Board Emerging Risk Discussion</td>
<td>Lynn Ko</td>
<td>attached</td>
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<td>3.2 Coursework for Higher Degrees by Research</td>
<td>Ross Coleman</td>
<td>see Items 9.10 &amp; 9.11</td>
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4 REPORT OF THE CHAIR

4.1 General Report  Chair  verbal  3.00pm
4.2 Student members’ report  Students  verbal
4.3 Honours and Distinctions  Chair  attached
4.4 2020 Meeting Dates  Chair  attached

5 REPORT OF THE VICE-CHANCELLOR  Vice-Chancellor  confidential circulation  3.10pm

6 QUESTION TIME  3:25pm

Questions to the Vice-Chancellor and Chair of the Academic Board.

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE  Jane Hanrahan  attached  3:35pm

7.1 Academic Board Standing Orders
7.2 Admissions Standards – English Language Proficiency
7.3 Dual and Joint Degrees Working Group
7.4 Broadway Scheme – Review of ATAR Adjustment Factor Points  confidential circulation
7.5 ATAR Adjustment Factors (Subject Bonus Points)  confidential circulation

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE  Melissa Hardy  attached  3:40pm

8.1 Engineering: Bachelor of Advanced Computing (Honours)
8.2 Engineering: Bachelor of Engineering (Honours)
8.3 Law: Bachelor of Laws
8.4 Medicine and Health: Undergraduate Award Courses
8.5 Science: Bachelor of Science and Bachelor of Advanced Studies Table A amendments

9 REPORT OF THE GRADUATE STUDIES COMMITTEE  Michael Kertesz  attached  3:45pm

9.1 Health Sciences: Doctor of Health Science, Master of Health Informatics, Master of Health Sciences (Medical Radiation Sciences), Master of Molecular Imaging, Master of Nuclear Medicine, Master of Orthoptics, Master of Radiation Therapy, Graduate Diploma of Health Sciences (Medical Radiation Sciences), Graduate Certificate of Health Sciences (Medical Radiation Sciences) course deletions
9.2 Arts & Social Sciences: Master of Economic Analysis
9.3 Arts & Social Sciences: Master of Education
9.4 Law: Juris Doctor
9.5 Medicine & Health: Master of Medicine; Master of Science in Medicine
9.6 Medicine & Health: Master of Nursing (Nurse Practitioner)
9.7 Medicine & Health: Postgraduate award courses
9.8 Medicine & Health: Master of Global Health / Master of Philosophy, Master of Public Health / Master of Philosophy
9.9 Medicine & Health: Master of Health Policy / Master of Philosophy

9.10 Education Portfolio: Linking Degree Codes to Table R
9.11 Education Portfolio: Units for inclusion in Table R (coursework units for HDR students)

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE
Wendy Davis attached 3:50pm
10.1 Course Reviews

11 GENERAL BUSINESS
3:55pm
11.1 Engineering: Resolutions of Senate Chair attached
11.2 Medicine & Health: Resolutions of Senate, Faculty and Courses Chair attached
11.3 Medicine & Health: 2020 Academic Calendars Chair attached
11.4 Report from the Joint UE/AB Culture Taskforce Chair attached

Next meeting: 2:00pm – 4:00pm, Tuesday 3 September 2019
Level 1 Auditorium 1 & 2, Ground Floor, Administration Building (F23)

Respect is a core value of the Academic Board
ACADEMIC BOARD
2:00 pm, Tuesday 4 June 2019
Level 1 Auditorium, Ground Floor, Administration Building (F23)

Members Present: The Chair (Associate Professor Tony Masters); Dr Michael Spence (Vice-Chancellor); Associate Professor Helen Agus (Science); Professor Sally Andrews (Science); Anne Bell (Director of University Libraries); Professor Kathy Belov (Pro-Vice-Chancellor (Global Engagement)); Associate Professor Jacqueline Bloomfield (Nursing); Professor Wai Fong Chua AM (Interim Pro-Vice-Chancellor (Student Life)); Professor Geoff Clarke (Science); Professor Deborah Cobb-Clark (Arts & Social Sciences); Dr Kimberly Coulton (Dental School); Associate Professor Steven Cumming (Health Sciences); Dr Joanna Diong (Medical School); Professor Robyn Dowling (Head of School & Dean, Architecture, Design & Planning); Frank Fei (UG Student, Engineering); Professor Alan Fekete (Engineering & IT); Dr Alan Freeman (Medical Sciences); Professor Stephen Garton (Provost & Deputy Vice-Chancellor); Dr Ingrid Gelissen (Pharmacy); Professor Manuel Graeber (Medical Sciences); Associate Professor Thomas Grewal (Pharmacy); Associate Professor Pablo Guillen Alvarez (Arts & Social Sciences); Professor Jane Hanrahan (Chair, ASPC); Associate Professor Melissa Hardie (Chair, Undergraduate Studies Committee); Jacky He (President, SRC); Professor Duncan Ivison (Deputy Vice-Chancellor (Research)); Professor Robyn Dowling (Provost & Deputy Vice-Chancellor (Indigenous Strategy & Services)); Associate Professor Steven Kemer (Public Health); Patty Kamvounias (Business); Associate Professor Annette Kellerman (Medical School); Dr Melanie Keep (Health Sciences); Dr Claudia Keitel (Science); Dr Peter Kench (Health Sciences); Associate Professor Michael Kertesz (Chair, Graduate Studies Committee); Yeon Jae Kim (HDR Student, Medicine & Health); David Lau (PG Student, Business); Dr Slade Matthews (Medical School); Professor Richard Miles (Pro-Vice-Chancellor (Education – Enterprise & Engagement)); Associate Professor Barbara Mintzes (Pharmacy); Ardalan Miraia (PG Student, Medicine & Health); Associate Professor Nicole Mockler (Arts & Social Sciences); Associate Professor Lenka Munoz (Medicine & Health); Jennifer Ong (Pharmacy); Associate Professor Rhonda Orr (Health Sciences); Associate Professor Juliette Overland (Business); Associate Professor Evangelos Pappas (Health Sciences); Dr James Parkinson (Science); Rengen Parelne (UG Student, Science); Professor Pip Pappison (Deputy Vice-Chancellor (Education)); Associate Professor Maurice Peat (Business); Joshua Preece (PG Student, Medicine & Health); Associate Professor Patrice Rey (Science); Associate Professor Jennifer Rowley (Conservatorium); Adrienne Sach (Nominee, Faculty Academic Services Committee); Dr Justin Scanlan (Health Science); Dr Carl Schneider (Pharmacy); Professor Rita Shackel (Law); Dr Matthew Smith (Arts & Social Sciences); Amir Taheri (HDR Student, Architecture, Design & Planning); Katherine Tu (UG Student, Medicine & Health); Dr Gareth Vio (Engineering); Professor Robyn Ward (Executive Dean, Medicine & Health); Professor Donna Waters (Head of School & Dean, Nursing); Associate Professor Niall Wheat (Pharmacy); Professor Greg Whitwell (Business); Associate Professor Tim Wilkinson (Engineering); Dr Narelle Yeo (Conservatorium); Professor Iain Young (Dean, Science); Gu Yu (HDR Student, Health Sciences);

Attendees: Dr Matthew Charet (Executive Officer); Professor Ross Coleman (Director, Graduate Research); Kerrie Henderson (University Policy Manager); Dr Andrew Janke (Associate Director, Research Technology) (for Item 2.2); Brent Liang (for Item 3.3); Associate Professor Peter McCallum (Acting Registrar and Academic Director, Education Policy & Quality); David Pacey (Secretary to Senate); Kirath Singh (for Item 3.3); Kate Small (Deputy Chief of Staff); Dr Anna Vo (Research Integrity & Ethics Administration) (for Item 3.2); Rachael Weiss (University Quality Manager); Lyndon Zahra (Policy & Projects Officer, Education Portfolio).

Apologies: Associate Professor Judy Anderson (Arts & Social Sciences); Associate Professor Salvatore Babones (Arts & Social Sciences); Dr Amanda Budde-Sung (Business); Associate Professor Wendy Davis (Chair, Academic Quality Committee); Leah Hill (Nominee, Faculty Academic Services Committee); Jett Ciao Ho (UG Student, Science); Dr Alan Maddox (Conservatorium); Dr Arunima Malik (Science); Professor Tricia McCabe (Health Sciences); Associate Professor Susan McGrath-Champ (Business); Tanya Mitchell (Law); Sean Perry (Nominee, SRC); Professor Kathy Refhaue (Dean, Faculty of Health Sciences); Professor Cameron Stewart (Acting Head of School & Dean, Law); Associate Professor Catherine Sutton-Brady (Business); Associate Professor Marjorie Valix (Engineering); Associate Professor Bronwyn Winter (Arts & Social Sciences); Dr Ulku Yüksel (Business); Professor Willy Zwaenepoel (Engineering).

UNCONFIRMED MINUTES
1 WELCOME AND APOLOGIES

The Chair invited the Deputy Vice-Chancellor (Indigenous Strategy & Services) to delivery an Acknowledgement of Country, in recognition of NAIDOC Week. Apologies were noted as recorded above.

2 PROCEDURAL MATTERS

2.1 Starring of Items and adoption of unstared items

The Chair starred Item 10.4 and advised that no additional items had been starred.

The Chair advised that the University Policy Manager had identified several minor referencing amendments needed to the course resolutions for Items 8.9, 8.20, 8.21, 9.2 and 9.5; subject to the incorporation of these amendments, all unstared items were resolved as presented.

Resolution AB2019/3-1
The Academic Board resolved as recommended with respect to all unstared items.

2.2 Minutes of Previous Meeting

Resolution AB2019/3-2
The Academic Board approved the minutes of the previous meeting held on 16 April 2019 as a true record.

2.3 Business Arising

The Chair drew the attention of members to the inclusion in the agenda pack of the data obtained for Item 3.1 Student Code of Conduct at the previous meeting via Mentimeter, and advised that Kate Stanton (University Library) would provide an overview of responses to Item 3.2 Open Access at a future meeting.

Resolution AB2019/3-3
The Academic Board noted the feedback provided at the meeting of 16 April 2019 relating to the discussion of the Student Code of Conduct.

3 STRATEGIC ITEMS OF BUSINESS

3.1 Research Code of Conduct

The Deputy Vice-Chancellor (Research) and Dr Vo (Project Officer, Research Integrity and Ethics Administration) spoke to this item, informing members that changes to the University’s Research Code of Conduct 2013 are necessitated to ensure that the University is compliant with the new Australian Code for the Responsible Conduct of Research and guidelines emerging from it. A proposed Research Code of Conduct 2019 was circulated with the agenda, as was a summary of proposed changes. These relate primarily to a redefinition of ‘research misconduct’ to meet the national code, and further amendments to the University Code will be necessary to address additional guidelines that are anticipated for release over the coming months.

In discussion, Professor Graeber informed members that the University of Sydney Association of Professors (USAP) – of which he is the President – had provided feedback on the proposed changes and were concerned that the Designated Officer for investigation of misconduct, has too much power as currently defined. Noting that the revised Code needs to be promulgated by 1 July, members were advised that the Code will undergo further adjustment and this matter should be raised in a future discussion by the Academic Board via the Academic Standards & Policy Committee. The need to expand the definition of research beyond being “of benefit” was also raised as a point for further consideration in defence of pure research.

Resolution AB2019/3-4
The Academic Board endorsed the Research Code of Conduct 2019, as presented.

### 3.2 Graduate Qualities Rubric Pilot

The Acting Registrar and Academic Director, Education Policy & Quality, presented this item. He reminded members that the principles underlying the rubrics had been presented at a number of previous meetings, and advised that piloting the rubrics is part of the validation process prior to widespread implementation. Preliminary validation has been carried out with representative groups from faculties and disciplines and have included both staff and students. The rubrics will be piloted in Semester 2 2019 and through 2020, and Unit of Study Coordinators were invited to participate in the trial. The desirability was noted of including a range of disciplines in the pilot to enable generic measures of quality to be fleshed out in discipline-specific contexts.

In discussion, the ability of the rubrics to measure improvement of academic performance across the duration of undergraduate candidature was questioned, and members were advised that this will largely depend on discipline. The intersection of rubrics and professional accreditation requirements was also discussed, and the mapping of accreditation validation requirements against University learning outcomes and graduate qualities is something for future exploration. Tracking of student performance and feedback on the success of the rubrics to prepare graduates for the workforce will also form part of the ongoing management and maintenance of assessment frameworks, as will the alignment of assessment tasks with learning outcomes and attainment of graduate qualities. Members were also advised that the development of rubrics for postgraduate coursework award courses is not yet anticipated, but a discussion is underway regarding Higher Degree by research candidature.

**Resolution AB2019/3-5**
The Academic Board noted the update on piloting the graduate quality rubrics in units of study for 2019 and 2020.

### 3.3 Hult Prize

The Chair invited Brent Liang and Kirath Singh to inform the Academic Board of the entry by University of Sydney students in the international Hult Prize competition, which encourages student innovation based on UN Sustainable Development goals. The student team (including Mr Liang, Mr Singh and Ms Elisa Lillicrap, who was unable to attend the meeting) participated in the regional round in Dubai, and are the first Australian team in ten years to be invited to participate in six weeks of workshops in the United Kingdom, culminating in a presentation to former US President, Bill Clinton, for $1M seed funding. With a 2019 focus on youth unemployment, the student team has focussed on enabling the development by students of soft skills in demand by employers, and the team is gamifying a series of challenges to help students hone their soft skills. The team asked members of the Board to identify opportunities where they might be able to help quantify and analyse soft skill / graduate quality acquisition to assist in the development of the team’s ideas.

Mr Liang and Mr Singh were thanked for their presentation, and wished every success for the UK round.

🌟 4 REPORT OF THE CHAIR

### 4.1 General Report

The Chair informed members that the University was hosting the annual NSW Council of Chairs of Academic Boards and Senates meeting on Friday 7 June, and is proposing to host the National conference later in the year. Members were also advised that following a discussion at the Academic Standards & Policy Committee in 2018, the University of Sydney Association of Professors and the academic Board are holding an event on 14 August focusing on the use of Artificial Intelligence (AI) to make academic decisions. This event will feature a representative from Google as a guest speaker, and members were invited to attend.

The Chair also invited Dr Andrew Janke (Associate Director, Research Technology), to update members on future changes to the University’s research data self-storage system. Dr
Janke advised that use of the Research Data Store is increasing exponentially, so the University will be transitioning to a next-generation solution in the fourth quarter of 2019. During the transition to the new repository it is anticipated that there will be read-only periods, so all Chief Investigators have been asked to identify active data and Faculty General Managers have appointed staff to assist with prioritisation of transfer in order to minimise disruption.

Resolution AB2019/3-6
The Academic Board noted the General Report of the Chair.

4.2 Student Members’ Report

The President, SRC, expressed concern that student feedback indicates that some Unit of Study Coordinators are recycling assessment, which is likely to lead to an increase in academic integrity breaches as students rely on past papers for assessment preparation. He also advised of a trip to Dublin with the Deputy Vice-Chancellor (Education) to a meeting of the Worldwide University Network, and praised the University’s sector-leading initiatives in sex and consent education.

Resolution AB2019/3-7
The Academic Board noted the report of the student members of the Academic Board.

4.3 Honours and Distinctions

Members noted the honours and distinctions circulated with the agenda, with the additional recognition of the election of several colleagues as Fellows of the Australian Academy of Science:

- Professor Maria Byrne, Faculty of Medicine & Health
- Professor Alex Molev, Faculty of Science
- Professor Catherine Stampfl, Faculty of Science

The Chair undertook to write to recipients on behalf of the Board in recognition of their achievement.

Resolution AB2019/3-8
The Academic Board noted the report of the Chair of the Academic Board on honours and distinctions and congratulated the recipients.

Action 59/2019: Chair of Academic Board to write to recipients congratulating them on their honours and distinctions.

5 REPORT OF THE VICE-CHANCELLOR AND PRINCIPAL

The Vice-Chancellor highlighted several items from the written report circulated with the agenda.

He advised that the University has now been formally and unconditionally re-registered with TEQSA for a further seven years.

The Director of Higher Education Policy and Projects is available to provide post-election briefings to interested parties, noting that boundaries within the tertiary sector between theoretical and practical training are becoming increasingly blurred with the emerging need for highly-skilled and knowledgeable technical workers.

The Vice-Chancellor also informed members that the University continues to experience a significant growth in international applications and is considering mitigation strategies to avoid overcrowding; a new University Executive committee has been established to monitor student load and planning, membership of which includes deans. The Acting Registrar and Academic Director, Education Policy & Quality, requested that the student experience form part of the remit of this committee if it this is not already included, as student experience outcomes may be affected by changes to student load and mix. The Vice-Chancellor informed members that an increase in student numbers puts additional pressure on ancillary services, but data does not indicate a negative correlation between large unit of study size and student satisfaction, with units in the 100-200 student range most likely to attract
negative feedback. Quality of teaching and pedagogical effectiveness seem to be more significant factors to consider from a student satisfaction perspective when upscaling the size of a student cohort.

*Resolution AB2019/3-9*

The Academic Board received and noted the Report of the Vice-Chancellor.

6 **QUESTION TIME**

An update was requested regarding the progress of the recruitment process for a new Provost, and members were informed that the role has attracted an impressive field of strong applicants, both domestic and international, and that these applicants have articulated a sense that the University is “on the move” and hungry for excellence.

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

*Resolution AB2019/3-10*

The Academic Board noted the report from the meeting of the Academic Standards and Policy Committee held on 7 May 2019, as presented.

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

This proposal was approved as presented.

*Resolution AB2019/3-11*

The Academic Board approved the amendment of the Supervision of Higher Degree by Research Students Policy 2013, as presented, with effect from 18 June 2019.

*Action 60/2019:* Executive Officer to promulgate the amended Supervision of Higher Degree by Research Students Policy 2013 to the policy register.

7.2 **Amendments to the Coursework Policy 2014 and Learning and Teaching Policy 2015**

This proposal was approved as presented.

*Resolution AB2019/3-12*

The Academic Board approved the amendment of the Coursework Policy 2014 and Learning and Teaching Policy 2015 and endorsed administrative changes to the Learning and Teaching Procedures 2016, with effect from 1 July 2019.

*Action 61/2019:* Executive Officer to promulgate the amended Coursework Policy 2014, Learning and Teaching Policy 2015 and Learning and Teaching Procedures 2016 to the policy register.

7.3 **Proposed Cadigal Early Conditional Offer Scheme**

This proposal was approved as presented.

*Resolution AB2019/3-13*

The Academic Board approved the introduction of the Cadigal Early Conditional Offer Scheme, as enabled by the Coursework Policy 2014, with effect from 1 July 2019.

*Action 62/2019:* Deputy Vice-Chancellor (Indigenous Strategy and Services) to note the Academic Board’s approval to introduce of the Cadigal Early Conditional Offer Scheme, with effect from 1 July 2019.

8 **REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE**

*Resolution AB2019/3-14*

The Academic Board noted the report from the meeting of the Undergraduate Studies Committee held on 7 May 2019.

8.1 **Architecture, Design & Planning: Bachelor of Design Computing / Bachelor of Advanced Studies**
This proposal was approved as presented.

**Resolution AB2019/3-15**
The Academic Board:
(1) approved the proposal from the Sydney School of Architecture, Design & Planning to amend the Bachelor of Design Computing and the Bachelor of Design Computing / Bachelor of Advanced Studies; and
(2) approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.

**Action 63/2019**: Head of School & Dean and School General Manager, School of Architecture, Design & Planning, to note the Academic Board’s approval of the proposal to amend the Bachelor of Design Computing and the Bachelor of Design Computing / Bachelor of Advanced Studies and update course resolutions and unit of study tables in CMS.

8.2 **Architecture, Design & Planning: Bachelor of Advanced Studies, Design major**

This proposal was approved as presented.

**Resolution AB2019/3-16**
The Academic Board:
(1) approved the proposal from the Sydney School of Architecture, Design & Planning to amend the Major in Design for the Bachelor of Advanced Studies; and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

**Action 64/2019**: Head of School & Dean and School General Manager, School of Architecture, Design & Planning, to note the Academic Board’s approval of the proposal to amend the Major in Design for the Bachelor of Advanced Studies and update unit of study tables in CMS.

8.3 **Architecture, Design & Planning: Bachelor of Advanced Studies, Biological Design major**

This proposal was approved as presented.

**Resolution AB2019/3-17**
The Academic Board:
(1) approved the proposal from the Sydney School of Architecture, Design & Planning to amend the Major in Biological Design for the Bachelor of Advanced Studies; and
(2) approved the amendments to the Unit of Study Table arising from the proposal, with effect from 1 January 2020.

**Action 65/2019**: Head of School & Dean and School General Manager, School of Architecture, Design & Planning, to note the Academic Board’s approval of the proposal to amend the Major in Biological Design for the Bachelor of Advanced Studies and update unit of study tables in CMS.

8.4 **Business: Bachelor of Commerce / Bachelor of Advanced Studies**

This proposal was approved as presented.

**Resolution AB2019/3-18**
The Academic Board:
(1) approved the proposal from the Sydney Business School to introduce an Advanced Coursework (non-Honours) pathway in Business for students enrolled in the Bachelor of Advanced Studies;
(2) approved the proposal for existing Honours pathways to be embedded in the Bachelor of Advanced Studies; and
(3) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.
Action 66/2019: Dean and Faculty General Manager, Business School, to note the Academic Board’s approval of the proposal to amend the Bachelor of Advanced Studies and update unit of study tables in CMS.

8.5 Arts & Social Sciences: Bachelor of Arts and Bachelor of Arts / Bachelor of Advanced Studies; Bachelor of Economics and Bachelor of Economics/Bachelor of Advanced Studies (Environmental and Resource Economics major)

This proposal was approved as presented.

Resolution AB2019/3-19
The Academic Board:
(1) approved the proposal from the Faculty of Arts & Social Sciences to amend the Bachelor of Arts / Bachelor of Advanced Studies and the Bachelor of Economics / Bachelor of Advanced Studies; and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

Action 67/2019: Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to amend the Bachelor of Arts / Bachelor of Advanced Studies and the Bachelor of Economics / Bachelor of Advanced Studies and update unit of study tables in CMS.

8.6 Arts & Social Sciences: Bachelor of Arts and Bachelor of Arts / Bachelor of Advanced Studies (Table A)

This proposal was approved as presented.

Resolution AB2019/3-20
The Academic Board:
(1) approved the proposal from the Faculty of Arts & Social Sciences to amend the Bachelor of Arts and Bachelor of Arts / Bachelor of Advanced Studies; and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

Action 68/2019: Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to amend the Bachelor of Arts and Bachelor of Arts / Bachelor of Advanced Studies and update unit of study tables in CMS.

8.7 Arts & Social Sciences: Faculty Resolutions minor amendment

This proposal was approved as presented.

Resolution AB2019/3-21
The Academic Board approved the proposal from the Faculty of Arts & Social Sciences to amend the Resolutions of the Faculty of Arts & Social Sciences, with effect from 1 January 2020.

Action 69/2019: Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to amend the Resolutions of the Faculty of Arts & Social Sciences and update faculty resolutions in CMS.

8.8 Nursing / Arts and Social Sciences: Bachelor of Arts / Master of Nursing

This proposal was approved as presented.

Resolution AB2019/3-22
The Academic Board:
(1) approved the proposal from the Faculty of Arts & Social Sciences and Sydney Nursing School to amend the Bachelor of Arts / Master of Nursing; and
(2) approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2020.

Action 70/2019: Dean and Faculty General Manager, Faculty of Arts & Social Sciences and Head of School & Dean and School General Manager, Sydney Nursing School, to note the
Academic Board’s approval of the proposal to amend the Bachelor of Arts / Master of Nursing and update course resolutions in CMS.

8.9 **Engineering: Bachelor of Project Management Resolutions**

This proposal was approved as presented.

**Resolution AB2019/3-23**

The Academic Board:

(1) approved the proposal from the Faculty of Engineering to amend the Bachelor of Project Management; and

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

**Action 71/2019**: Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal to amend the Bachelor of Project Management and update course resolutions in CMS.

8.10 **Engineering: Bachelor of Advanced Computing resolutions**

This proposal was approved as presented.

**Resolution AB2019/3-24**

The Academic Board:

(1) approved the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing; and

(2) approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.

**Action 72/2019**: Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal to amend the Bachelor of Advanced Computing and update course resolutions and unit of study tables in CMS.

8.11 **Engineering: Bachelor of Engineering (Honours) (Civil Engineering)**

This proposal was approved as presented.

**Resolution AB2019/3-25**

The Academic Board:

(1) approved the proposal from the Faculty of Engineering to amend the Bachelor of Engineering (Honours); and

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

**Action 73/2019**: Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal to amend the Bachelor of Engineering (Honours) and update unit of study tables in CMS.

8.12 **Health Sciences: Bachelor of Applied Science**

This proposal was approved as presented.

**Resolution AB2019/3-26**

The Academic Board:

(1) approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Exercise Physiology) and the Bachelor of Applied Science (Exercise & Sport Science); and

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

**Action 74/2019**: Dean and Faculty General Manager, Faculty of Health Sciences, to note the Academic Board’s approval of the proposal to amend the Bachelor of Applied Science (Exercise Physiology) and the Bachelor of Applied Science (Exercise & Sport Science) and update unit of study tables in CMS.
8.13 **Health Sciences**: Bachelor of Applied Science (Exercise Physiology); Bachelor of Applied Science (Exercise and Sport Science); Bachelor of Applied Science (Physiotherapy); Bachelor of Health Sciences

This proposal was approved as presented.

**Resolution AB2019/3-27**

The Academic Board:

(1) approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Exercise & Sport Science) and Bachelor of Applied Science (Physiotherapy) and Bachelor of Health Sciences; and

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

**Action 75/2019**: Dean and Faculty General Manager, Faculty of Health Sciences, to note the Academic Board’s approval of the proposal to amend the Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Exercise & Sport Science) and Bachelor of Applied Science (Physiotherapy) and Bachelor of Health Sciences and update unit of study tables in CMS.

8.14 **Law**: Bachelor of Laws

This proposal was approved as presented.

**Resolution AB2019/3-28**

The Academic Board:

(1) approved the proposal from Sydney Law School to amend the Bachelor of Laws; and

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

**Action 76/2019**: Head of School & Dean and School General Manager, Sydney Law School, to note the Academic Board’s approval of the proposal to amend the Bachelor of Laws and update unit of study tables in CMS.

8.15 **Medicine and Health (Pharmacy)**: Bachelor of Pharmacy; Bachelor of Pharmacy (Honours); Bachelor of Pharmacy and Management; Bachelor of Pharmacy and Management (Honours)

This proposal was approved as presented.

**Resolution AB2019/3-29**

The Academic Board:

(1) approved the proposal from the Faculty of Medicine and Health to amend the Bachelor of Pharmacy, Bachelor of Pharmacy (Honours), Bachelor of Pharmacy & Management and Bachelor of Pharmacy & Management (Honours); and

(2) approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.

**Action 77/2019**: Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal to amend the Bachelor of Pharmacy, Bachelor of Pharmacy (Honours), Bachelor of Pharmacy & Management and Bachelor of Pharmacy & Management (Honours) and update course resolutions and unit of study tables in CMS.

8.16 **Science**: Bachelor of Science / Bachelor of Advanced Studies Table A

This proposal was approved as presented.

**Resolution AB2019/3-30**

The Academic Board:

(1) approved the proposal from the Faculty of Science to amend the Bachelor of Science and the Bachelor of Science / Bachelor of Advanced Studies; and

(2) approved the amendment of the unit of study tables arising from the proposal, with effect from 1 January 2020.
Action 78/2019: 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 the Bachelor of Science / Bachelor of Advanced Studies and update unit of study tables in CMS.

8.17 Science: Bachelor of Science Table 1 major changes for 2019

This proposal was approved as presented.

Resolution AB2019/3-31
The Academic Board:
(1) approved the proposal from the Faculty of Science to update the Bachelor of Science; and
(2) approved the amendment of unit of study tables for the Table 1 majors (pre-2018) tables, with effect from Semester 2 2019.

Action 79/2019: 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 unit of study tables in CMS.

8.18 Science: Bachelor of Science Table 1 major changes for 2020

This proposal was approved as presented.

Resolution AB2019/3-32
The Academic Board:
(1) approved the proposal from the Faculty of Science to update the Bachelor of Science; and
(2) approved the amendment of unit of study table for the pre-2018 Table 1 Majors arising from the proposal, with effect from 1 January 2020; and
(3) approved the amendment of unit of study tables for the Environmental Studies Table 1, with effect from Semester 2 2019.

Action 80/2019: 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 unit of study tables in CMS.

8.19 Science: Bachelor of Science in Agriculture (pre-2018 version)

This proposal was approved as presented.

Resolution AB2019/3-33
The Academic Board:
(1) approved the proposal from the Faculty of Science to amend the Bachelor of Science in Agriculture; and
(2) approved the amendment of the pre-2018 unit of study table arising from the proposal, with effect from 1 January 2020.

Action 81/2019: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Science in Agriculture and update unit of study tables in CMS.

8.20 Science: Bachelor of Animal & Veterinary Bioscience Year 2 changes for 2019

This proposal was approved as presented.

Resolution AB2019/3-34
The Academic Board:
(1) approved the proposal from the Faculty of Science to amend the Bachelor of Animal & Veterinary Bioscience; and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from Semester 2 2019.

Action 82/2019: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Animal & Veterinary Bioscience and update unit of study tables in CMS.

8.21 Science: Bachelor of Animal & Veterinary Bioscience changes for 2020
This proposal was approved as presented.

**Resolution AB2019/3-35**
The Academic Board:
(1) approved the proposal from the Faculty of Science to amend the Bachelor of Animal & Veterinary Bioscience; and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

**Action 83/2019**: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Animal & Veterinary Bioscience and update unit of study tables in CMS.

### 8.22 Science: Bachelor of Veterinary Biology / Doctor of Veterinary Medicine

This proposal was approved as presented.

**Resolution AB2019/3-36**
The Academic Board:
(1) approved the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine; and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

**Action 84/2019**: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine and update unit of study tables in CMS.

### 8.23 Medicine & Health (Nursing): Bachelor of Nursing (Post-registration) Singapore

This proposal was approved as presented.

**Resolution AB2019/3-37**
The Academic Board:
(1) approved the proposal from the Faculty of Medicine & Health to amend the Bachelor of Nursing (Post-registration) Singapore; and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 July 2019.

**Action 85/2019**: Dean and Faculty General Manager, Faculty of Medicine & Health, to note the Academic Board’s approval of the proposal to amend the Bachelor of Nursing (Post-registration) and update unit of study tables in CMS.

### 8.24 Science: Bachelor of Psychology Course Resolutions

This proposal was approved as presented.

**Resolution AB2019/3-38**
The Academic Board:
(1) approved the proposal from the Faculty of Science to amend the Bachelor of Psychology; and
(2) approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2020.

**Action 86/2019**: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Psychology and update course resolutions in CMS.

### 8.25 Education Strategy: Extension of Assessment Plans Development Deadline

This proposal was approved as presented.

**Resolution AB2019/3-39**
The Academic Board approved the proposal from the DVC Education Portfolio to extend the deadline for assessment plans to December 2019.
9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Resolution AB2019/3-40
The Academic Board noted the report from the meeting of the Graduate Studies Committee held on 30 April 2019.

9.1 Arts & Social Sciences: Master of Creative Writing
This proposal was approved as presented.

Resolution AB2019/3-41
The Academic Board:
(1) approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Creative Writing, Graduate Diploma in Creative Writing, and Graduate Certificate in Creative Writing; and
(2) approved the amendments to the course resolutions and unit of study tables arising from the proposal, with effect from January 1, 2020.

Action 87/2019: Deputy Vice-Chancellor (Education) to note the Academic Board’s approval of the proposal to extend the deadline for assessment plans to December 2019.

Action 88/2019: Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to amend the Master of Creative Writing, Graduate Diploma in Creative Writing, and Graduate Certificate in Creative Writing and update course resolutions and unit of study tables in CMS.

9.2 Arts & Social Sciences: Terminology for Postgraduate award courses
This proposal was approved as presented.

Resolution AB2019/3-42
The Academic Board:
(1) approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Art Curating, Graduate Diploma of Art Curating; Graduate Certificate of Art Curating, Master of Contemporary Art, Graduate Diploma in Contemporary Art, Master of Cultural Studies, Graduate Diploma in Cultural Studies, Graduate Certificate in Cultural Studies, Master of Development Studies, Graduate Diploma in Development Studies, Graduate Certificate in Development Studies, Master of Economic Analysis, Graduate Diploma in Economic Analysis, Graduate Certificate in Economic Analysis, Master of Health Security, Graduate Diploma in Health Security, Graduate Certificate in Health Security, Master of Human Rights, Graduate Diploma in Human Rights, Graduate Certificate in Human Rights, Master of International Relations, Graduate Diploma in International Relations, Graduate Certificate in International Relations, Master of International Security, Graduate Diploma in International Security, Graduate Certificate in International Security, Master of Moving Image, Graduate Diploma in Moving Image, Master of Museum and Heritage Studies, Graduate Diploma in Museum and Heritage Studies, Graduate Certificate in Museum and Heritage Studies, Master of Peace and Conflict Studies, Graduate Diploma in Peace and Conflict Studies, Graduate Certificate in Peace and Conflict Studies, Master of Political Economy, Graduate Diploma in Political Economy, Graduate Certificate in Political Economy, Master of Public Policy, Graduate Diploma in Public Policy and Graduate Certificate in Public Policy; and
(2) approved the amendment of course resolutions arising from the proposal, with effect from January 1, 2020.

Action 89/2019: Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to amend the Master of Art Curating, Graduate Diploma of Art Curating; Graduate Certificate of Art Curating, Master of Contemporary Art, Graduate Diploma in Contemporary Art, Master of Cultural Studies, Graduate Diploma in Cultural Studies, Graduate Certificate in Cultural Studies, Master of Development Studies, Graduate Diploma in Development Studies, Graduate Certificate in Development Studies, Master of Economic Analysis, Graduate Diploma in Economic Analysis, Graduate Certificate in Economic Analysis, Master of Health Security, Graduate Diploma in Health Security, Graduate Certificate in Health Security, Master of Human Rights, Graduate Diploma in Human Rights, Graduate Certificate in Human Rights, Master of International Relations, Graduate Diploma in International Relations, Graduate Certificate in International Relations, Master of International Security, Graduate Diploma in International Security, Graduate Certificate in International Security, Master of Moving Image, Graduate Diploma in Moving Image, Master of Museum and Heritage Studies, Graduate Diploma in Museum and Heritage Studies, Graduate Certificate in Museum and Heritage Studies, Master of Peace and Conflict Studies, Graduate Diploma in Peace and Conflict Studies, Graduate Certificate in Peace and Conflict Studies, Master of Political Economy, Graduate Diploma in Political Economy, Graduate Certificate in Political Economy, Master of Public Policy, Graduate Diploma in Public Policy and Graduate Certificate in Public Policy; and
Health Security, Graduate Certificate in Health Security, Master of Human Rights, Graduate Diploma in Human Rights, Graduate Certificate in Human Rights, Master of International Relations, Graduate Diploma in International Relations, Graduate Certificate in International Relations, Master of International Security, Graduate Diploma in International Security, Graduate Certificate in International Security, Master of Moving Image, Graduate Diploma in Moving Image, Master of Museum and Heritage Studies, Graduate Diploma in Museum and Heritage Studies, Graduate Certificate in Museum and Heritage Studies, Master of Peace and Conflict Studies, Graduate Diploma in Peace and Conflict Studies, Graduate Certificate in Peace and Conflict Studies, Master of Political Economy, Graduate Diploma in Political Economy, Graduate Certificate in Political Economy, Master of Public Policy, Graduate Diploma in Public Policy and Graduate Certificate in Public Policy and update course resolutions in CMS.

9.3 **Engineering: Master of Engineering; Master of Professional Engineering; Master of Professional Engineering (Accelerated)**

This proposal was approved as presented.

**Resolution AB2019/3-43**

The Academic Board:

(1) approved the proposal from the Faculty of Engineering to amend the Master of Professional Engineering, Master of Professional Engineering (Accelerated) and Master of Engineering; and

(2) approved the amendment of unit of study tables arising from the proposals, with effect from 1 January 2020.

**Action 90/2019**: Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal to amend the Master of Professional Engineering, Master of Professional Engineering (Accelerated) and Master of Engineering and update unit of study tables in CMS.

9.4 **Engineering: Master of Data Science**

This proposal was approved as presented.

**Resolution AB2019/2-44**

The Academic Board:

(1) approved the proposal from the Faculty of Engineering to amend the Master of Data Science; and

(2) approved the amendment of unit of study tables arising from the proposals, with effect from 1 January 2020.

**Action 91/2019**: Dean and Faculty General Manager, Faculty of Engineering, to note the Academic Board’s approval of the proposal to amend the Master of Data Science and update unit of study tables in CMS.

9.5 **Law: School and Course Resolutions**

This proposal was approved as presented.

**Resolution AB2019/2-45**

The Academic Board:

(1) approved the proposal from Sydney Law School to amend the Resolutions of the University of Sydney Law School for Coursework Awards;

(2) approved the amendment of the Master of Laws and Graduate Diploma in Law; and

(3) approved the amendment of School and course resolutions arising from the proposal, with effect from 1 January 2020.

**Action 92/2019**: 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 Resolutions of the University of Sydney Law School for Coursework Awards and the Master of Laws and Graduate Diploma in Law and update School and course resolutions in CMS.

9.6 **Law: Law PG units amendment**
This proposal was approved as presented.

Resolution AB2019/2-46
The Academic Board:
(1) approved the proposal from the Sydney Law School to amend the Master of Laws, Graduate Diploma of Laws, Master of Criminology, Graduate Diploma in Criminology, Master of Environmental Law, Graduate Diploma in Environmental Law, Master of Business Law, Graduate Diploma in Business Law, Master of International Law, Graduate Diploma in International Law, Master of Law and International Development, Graduate Diploma in International Business Law, Master of Global Law, Master of Taxation, Graduate Diploma of Taxation and Master of International Taxation; and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

Action 93/2019: 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 Laws, Graduate Diploma of Laws, Master of Criminology, Graduate Diploma in Criminology, Master of Environmental Law, Graduate Diploma in Environmental Law, Master of Business Law, Graduate Diploma in Business Law, Master of International Law, Graduate Diploma in International Law, Master of Law and International Development, Graduate Diploma in International Business Law, Master of Global Law, Master of Taxation, Graduate Diploma of Taxation and Master of International Taxation and update unit of study tables in CMS.

9.7 Science: Bachelor of Veterinary Biology / Doctor of Veterinary Medicine; Doctor of Veterinary Medicine
This proposal was approved as presented.

Resolution AB2019/2-47
The Academic Board:
(1) approved the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine and the Doctor of Veterinary Medicine; and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

Action 94/2019: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine and the Doctor of Veterinary Medicine and update unit of study tables in CMS.

9.8 Science: Master of Agriculture and Environment
This proposal was approved as presented.

Resolution AB2019/2-48
The Academic Board:
(1) approved the proposal from the Faculty of Science to amend the Master of Agriculture and Environment; and
(2) approved the amendment of the unit of study table arising from the proposal, with effect from 1 January 2020.

Action 95/2019: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Master of Agriculture and Environment and update unit of study tables in CMS.

9.9 Science: Master of Marine Science and Management
This proposal was approved as presented.

Resolution AB2019/2-49
The Academic Board:
(1) approved the proposal from the Faculty of Science to amend the Master of Marine Science and Management; and
(2) approved the amendment of the unit of study table arising from the proposal,
with effect from 1 January 2020.

**Action 96/2019**: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Master of Marine Science and Management and update unit of study tables in CMS.

### 9.10 Science: Master of Mathematical Sciences

This proposal was approved as presented.

**Resolution AB2019/2-50**

The Academic Board:

1. approved the proposal from the Faculty of Science to amend the Master Mathematical Sciences; and
2. approved the amendment of the unit of study table arising from the proposal, with effect from 1 January 2020.

**Action 97/2019**: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to amend the Master Mathematical Sciences and update unit of study tables in CMS.

### 9.11 Medicine & Health: Master of Medicine and Master of Science in Medicine (Infection and Immunity) and related Graduate Certificates and Diplomas

This proposal was approved as presented.

**Resolution AB2019/2-51**

The Academic Board:

1. approved the proposal from the Faculty of Medicine and Health to amend the Master of Medicine (Infection and Immunity), Master of Science in Medicine (Infection and Immunity), Graduate Diploma in Infection and Immunity, Graduate Diploma of Science in Infection and Immunity, Graduate Certificate in Infection and Immunity and Graduate Certificate of Science in Infection and Immunity; and
2. approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

**Action 98/2019**: Executive Dean and Faculty General Manager, Faculty of Medicine & Health, to note the Academic Board’s approval of the proposal to amend the Master of Medicine (Infection and Immunity), Master of Science in Medicine (Infection and Immunity), Graduate Diploma in Infection and Immunity, Graduate Diploma of Science in Infection and Immunity, Graduate Certificate in Infection and Immunity and Graduate Certificate of Science in Infection and Immunity and update unit of study tables in CMS.

### 9.12 Medicine & Health: Master of Pharmacy

This proposal was approved as presented.

**Resolution AB2019/2-52**

The Academic Board:

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

**Action 99/2019**: Executive Dean and Faculty General Manager, Faculty of Medicine & Health, to note the Academic Board’s approval of the proposal to amend the Master of Pharmacy and update unit of study tables in CMS.

### 9.13 Medicine & Health: Master of Public Health

This proposal was approved as presented.

**Resolution AB2019/2-53**

The Academic Board:

1. approved the proposal from the Faculty of Medicine and Health to amend the Master of Public Health; and
(2) approved the amendment of the unit of study tables arising from the proposal, with effect from 1 January 2020.

**Action 100/2019**: Executive Dean and Faculty General Manager, Faculty of Medicine & Health, to note the Academic Board’s approval of the proposal to amend the Master of Public Health and update unit of study tables in CMS.

### 9.14 Medicine & Health: Master of Global Health

This proposal was approved as presented.

**Resolution AB2019/2-54**
The Academic Board:
(1) approved the proposal from the Faculty of Medicine and Health to amend the Master of Global Health; and
(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

**Action 101/2019**: Executive Dean and Faculty General Manager, Faculty of Medicine & Health, to note the Academic Board’s approval of the proposal to amend the Master of Public Health and update unit of study tables in CMS.

### 9.15 Business: Master of Business Administration

This proposal was approved as presented.

**Resolution AB2019/3-55**
The Academic Board:
(1) approved the proposal from the University of Sydney Business School to amend the Master of Business Administration; and
(2) approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.

**Action 102/2019**: Dean and Faculty General Manager, University of Sydney Business School, to note the Academic Board’s approval of the proposal to amend the Master of Business Administration and update course resolutions and unit of study tables in CMS.

### 9.16 Business: Master of Commerce

This proposal was approved as presented.

**Resolution AB2019/3-56**
The Academic Board:
(1) approved the proposal from the University of Sydney Business School to amend the Master of Commerce, the Graduate Diploma in Commerce and Graduate Certificate in Commerce; and
(2) approved amendment of unit of study tables arising from the proposal, with effect from 1 January 2020.

**Action 103/2019**: Dean and Faculty General Manager, University of Sydney Business School, to note the Academic Board’s approval of the proposal to amend the Master of Commerce and embedded courses and update unit of study tables in CMS.

### 10 REPORT OF THE ACADEMIC QUALITY COMMITTEE

**Resolution AB2019/3-57**
The Academic Board noted the report from the meeting of the Academic Quality Committee held on 30 April 2019.

#### 10.1 Course monitoring outliers

This item was noted as presented.

**Resolution AB2019/3-58**
The Academic Board noted that the Committee received and noted course monitoring outlier data.

10.2 **Course Review: Master of Human Resource Management & Industrial Relations**

This paper was noted as presented (see Item 8.11 above).

**Resolution AB2019/3-59**

The Academic Board noted that the Committee had approved the completed course review for the Master of Human Resource Management & Industrial Relations (and embedded courses) subject to the provision of a timeline and map of changes.

10.3 **Educational Integrity Annual Report 2018**

This paper was noted as presented.

**Resolution AB2019/3-60**

The Academic Board noted the Educational Integrity Annual Report 2018 and recommended it to Senate.

**Action 104/2019**: Chair of Academic Board to present the Educational Integrity Annual Report 2018 to Senate.

10.4 **Response to Recommendation 19 of the Academic Board Thematic Review – Student Wellbeing and Safety**

This item was starred by the Chair, who advised that the Academic Quality Committee had endorsed the Review Report at its meeting of 12 March pending further discussion of several aspects of implementation. As submission of the Report to the Academic Board had been delayed by ongoing discussion of matters unrelated to the Report itself, it was proposed to circulate the Report to the Academic Board for approval to enable its recommendations to be enacted. [Secretary’s Note: Subsequent to the meeting, the Review Report was approved by the Academic Board by circulation.]

**Resolution AB2019/3-61**

The Academic Board noted that the Committee deferred to the next meeting the consideration of a request to accept the response to Recommendation 19 of the Academic Board thematic review into Student Wellbeing and Safety.

**Resolution AB2019/3-62**

The Academic Board approved the Joint Academic Board / University Executive Phase Five Thematic Review of Student Wellbeing and Safety.

11 **GENERAL BUSINESS**

11.1 **Medicine & Health: Academic Calendar 2020**

This proposal was approved as presented.

**Resolution AB2019/3-63**

The Academic Board approved the creation of session codes to enable the delivery of the 2020 Academic Calendar for the Faculty of Medicine and Health, as presented, noting that there are no changes to the curriculum, its content or delivery.

**Action 105/2019**: Executive Dean and Faculty General Manager, Faculty of Medicine & Health, to note the Academic Board’s approval of the proposal to create additional session codes to enable the delivery of the 2020 Academic Calendar for the Faculty of Medicine and Health.

11.2 **Science: Academic Calendar 2020**

This proposal was approved as presented.

**Resolution AB2019/3-64**
The Academic Board approved the 2020 Academic Calendar for the Sydney School of Veterinary Science in the Faculty of Science, as presented, with effect from 1 January 2020.

**Action 106/2019**: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the 2020 Academic Calendar for the Sydney School of Veterinary Science in the Faculty of Science.

11.3 **Membership of the Academic Panel**

This paper was noted as presented.

**Resolution AB2019/3-65**

The Academic Board noted the amendments to the academic staff membership of the Academic Panel for the period 2019 – 2021.

There being no other business, the meeting closed at 3:49pm.

The agenda pack for this meeting, excluding the confidential Report of the Vice-Chancellor, is available from: sydney.edu.au/secretariat/pdfs/academic-board-committees/AB/2019/20190604-AB-Agenda-Pack.pdf
RECOMMENDATION

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

MEMBERSHIP OF ACADEMIC BOARD

The Academic Board is asked to welcome the following new member:

- Professor Simon Bronitt, new Head of School & Dean, Sydney Law School, replacing Professor Cameron Stewart
- Benedict Waldner, nominated as a PG Student member for the Faculty of Arts & Social Sciences.
RECOMMENDATION

*That the Academic Board provide input into the mitigation status and trends in emerging risks to the work of the Academic Board.*

EXECUTIVE SUMMARY

The University's Academic Board and Risk Management team have been working together to identify risks of the Academic Board. Based on observations of emerging risk trends in the higher education sector, we have put together potential risks and seek insights of the members of the Board on the risk trend and mitigation status.

ATTACHMENTS

Attachment 1: Academic Board Risk Discussion
Academic Board
Emerging Risk Discussion

July 2019

Academic Board & Risk Management
Agenda

The University’s Academic Board and Risk Management team have been working together to identify risks of the Academic Board. Based on observations of emerging risk trends in the higher education sector, we have put together potential risks and seek insights of the members of the Board on the risk trend and mitigation status.

Agenda of today’s presentation is:
- Understanding risk
- Identifying your risk
- Open discussion
- Next steps
What is risk?

A RISK is ANYTHING that may affect the achievement of an organisation’s OBJECTIVES.

It is not just about the UNCERTAINTY that surrounds future events…

…but the POSSIBILITY of an ADVERSE outcome.

Risk can also be an opportunity …

… a RISK that may HELP in the achievement of objectives.
The University of Sydney Page 4

Risk identification: Academic Board’s objectives

The Academic Board has the principal responsibility to encourage and maintain the highest standards in teaching, scholarship and research and to safeguard the academic freedom of the University.

The Academic Board is also responsible for:

- Overseeing the development of all academic activities of the University
- Formulating and reviewing policies, guidelines and procedures in relation to academic matters
- Playing an active role in assuring the quality of teaching, scholarship and research in the University

To be confident that the policy structures properly sustain academic quality assurance and are appropriate to the University's needs, the Board monitors their implementation and effectiveness.
Risk identification: A Risk Universe approach

External

Stable / Known

Core External

Core Operations

Emerging Trends

Changing / New

Internal

Business Change
## Risk discussion: Emerging risk trends

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<tr>
<th>#</th>
<th>Causes</th>
<th>Potential Risk</th>
<th>Controls</th>
<th>Trend</th>
<th>Mitigation Status</th>
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| 1  | • Academic units enter into teaching/research arrangements with 3rd party without consulting the Board  
• Lack of awareness among academic units  
• Lack of resources for the Board to police everything                                                                                      | Failure to provide education/research expected by an external provider                                    | • Learning and Teaching Policy  
• Ongoing review and approval of course/curriculum resources                                                   | ↑    | ⬆️                |
| 2  | • Effectiveness of different admission pathways is questionable  
• Course delivery deviates from the original course plan, potentially impacting the accreditation requirements  
• Lack of end to end assurance                                                                                                                | Inability to realise our learning and graduate outcomes expected                                        | • Ongoing and regular review and monitoring of admission pathway providers  
• Periodic reviews of the degree/course/program  
• Review of the student survey review outcomes                                                                         | ↔    | ⬅️                |
| 3  | • Inconsistent standards across Academic Units  
• Conflicts of interest  
• Increasing pressure on timely completion of PhD (external reviewers)                                                                       | Inconsistent application of our assessment standards by academic units                                   | • Annual course monitoring  
• Audit  
• Compliance reviews  
• NB tablau/interdisciplinary units require further monitoring                                                        | ↔    | ⬅️                |
| 4  | • Difficulty in ensuring all the voices are heard  
• Lack of resources to review and monitor all areas of the Board’s roles and powers  
• Lack of accountability by the sub-committees  
• Sustainability and effectiveness of the current governance model is questionable                                                                 | Inability to comply with the University of Sydney (AB) Rule 2017                                         | • Succession planning & knowledge transfer  
• Adequate and thorough inductions for board members  
• Ongoing monitoring  
• Publication of minutes                                                                                                           | ↑    | ⬆️                |
| 5  | • Increasing number of academic dishonesty and misconduct cases                                                                                                                                              | Number of unaddressed cheating cases becomes unacceptable to the University                             | • Office of Educational Integrity and Associate Deans (Education  
• Educational integrity coordinators  
• Academic Honesty Procedures  
• Education for students and staff                                                                                           | ↑    | ⬆️                |
| 6  | • High levels of reuse of assignments by unit of study coordinators  
• Failure to detect, report and investigate instances of possible contract cheating                                                                                                       | Number of contract cheating cases exceeds our ability to address cheating cases                          | • Collaborative and scaled monitoring of the use of the University’s IP, venues and the contract cheating companies  
• Investigation procedures                                                                                                          | ↑    | ⬆️                |
Next steps: Building your risk profile

Consequences

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<th>Minor</th>
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Risk Description

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RECOMMENDATION

That the Academic Standards & Policy Committee discuss and provide feedback on the proposed draft Academic Board Standing Orders, as presented.

EXECUTIVE SUMMARY

In accepting the Recommendations of the Review of the Academic Board on 28 March 2017, the Board agreed to several changes in its procedures. These Standing Orders have been prepared, in part, to provide a record, other than institutional memory, of these procedures. They are also a simple means of enabling new members to appreciate the conduct of meetings of the Academic Board, its Committees and sub-Committees.

ATTACHMENTS

Attachment 1 – Draft Academic Board Standing Orders
In accepting the Recommendations of the Review of the Academic Board on 28 March 2017, the Board agreed to several changes in its procedures. These Standing Orders have been prepared, in part, to provide a record, other than institutional memory, of these procedures. They are also a simple means of enabling new members to appreciate the conduct of meetings of the Academic Board, its Committees and sub-Committees.

Part 1 Preliminary

1.1 Commencement

These Standing Orders have been adopted by the Academic Board on xxxxxx.

1.2 Purpose

The purpose of these Standing Orders is to provide guidance for the conduct of the business and proceedings of meetings of the Academic Board and its Committees as defined in the University of Sydney (Academic Board) Rule 2017 (the “Academic Board Rule”). The Standing Orders also give effect to recommendations of the Review of the Academic Board 2016, accepted by the Academic Board on 28 March 2017.

These procedures are subsidiary to those included in the Academic Board Rule. The Academic Board Rule specifies the constitution of the Academic Board, the quorum, the content of minutes, resolutions and voting. Electoral provisions are described in the Election Procedures 2015 and the Election Candidates’ Conduct Procedures 2017.

1.3 Coverage/Limitations

a) These Standing Orders are subject to the requirements of applicable University rules, policies and procedures, including, but not limited to, those referenced in the Academic Board Rule.

b) These Standing Orders apply to all meetings of the Academic Board unless the meeting resolves, that any part(s) of these Orders be suspended for the whole or any part of a meeting.

c) Committees, Sub-Committees and other advisory groups of the Academic Board may elect to adopt these Standing Orders.

d) Any procedural matter not dealt with by the Academic Board Rule or by these Standing Orders shall be determined by the Chair of the meeting.

1.4 Interpretation/Definitions

The meanings of terms within these Standing Orders are those defined in the Academic Board Rule and the University of Sydney (Governance of Faculties and University Schools) Rule 2016. In addition:

a) Academic Board Rule means the University of Sydney (Academic Board) Rule 2017, as amended.
b) Academic Delegations of Authority means the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 as amended.

c) GoFUS Rule means the University of Sydney (Governance of Faculties and University Schools) Rule 2016 as amended.

d) Motion means the formal expression of a proposal put to the meeting.

e) Resolution means the formal record of a decision of the meeting.

f) Starring of agenda items means the identification of agenda items for reporting and/or discussion.

2 Agendas and Supporting Materials

Notice of a meeting and a copy of the business papers shall be circulated electronically by the Executive Officer or Committee Officer, with timing of distribution as determined in the Committee/Sub-Committee Terms of Reference and/or advertised on the Academic Board or Committee website. Academic Board meetings are scheduled in the month prior to a meeting of the University Senate. Additional items and business papers that require a decision may be circulated with the permission of the relevant Chair, and for the Academic Board and Committees must be circulated at least three working days before the meeting. The Chair of the meeting may allow additional documentation (e.g., copies of presentations, briefing documents, supporting materials) to be tabled at the meeting. Such material shall not be considered if the Academic Board or Committee resolves that it be held over to a subsequent meeting and/or be referred to another Committee, Sub-Committee, Taskforce, Review Committee or working party of the Academic Board or other body as appropriate.

3 Agenda Items

The full, complete and final version of the proposal intended for consideration by the Academic Board or Committee must be received by the Executive Officer or Committee Officer by the close-off for receipt of agenda items advertised on the Academic Board or Committee website; items received after this date may only be included in the agenda with the permission of the relevant Chair. Items received after the distribution of the agenda and accepted for the meeting will be starred.

4 Meetings by Circulation

For matters that require urgent consideration, in the absence of an appropriate imminent meeting:

a) The Executive Officer or Committee Officer will seek the permission of the relevant Chair to propose an item for circular resolution, noting the circumstances which make the decision one of an emergency or one which is required to avoid disadvantage;

b) If agreed by the relevant Chair, the Executive Officer or Committee Officer will forward the item by electronic notice to the members of the Academic Board or Committee, advising that a decision is sought regarding proposed recommendations, noting the circumstances, and attaching the proposed recommendations and any supporting documents;

Commented [A1]: I think this part could do with some clarification. As I read it, the circulation of the agenda and papers is done upon dates as advertised on the website. This doesn’t say who sets those dates or how. Is it a resolution of the Board/Committee? It also says that additional items may be circulated with the permission of the Chair, but that this must be at least three working days before the meeting (re the Academic Board and its Committees, but presumably there is no such prescription re lesser bodies such as sub-committees or task-forces). This implies that the website deadline for the circulation of the agenda must be more than three working days before the meeting, but the parameters remain unclear.

All of this becomes important if the starring of items in SO 6(b) means that an item can only be starred by a member if notice of at least 2 working days is given. This is presumably why late items require 3 working days' notice, and normal agenda items more than 3 working days. Query whether this starring requirement applies regarding discussion of matters at sub-committees, task-forces etc? If so, then some kind of similar prescription would have to apply regarding advance notice of circulation.

In my view, however, this would be too prescriptive and it would be better for people to be able to star items at the beginning of the meetings of sub-committees, etc, and maybe even committees, as it is inevitable that urgent late business will arise. One other way of dealing with the problem is by saying that any business of which there has been less than X days' notice will be automatically starred.

Commented [AM2R1]: The responsibility for the timing of the Academic Board meetings has been clarified. The other questions regarding sub-committees, etc., have been handled by introducing 1.3(c) which allows Committees and Sub-Committees to elect to adopt the Standing Orders and 1.3(d) to chose to use only part of the Standing Orders.

Commented [A3]: You may need to include reference here to the three working day cut-off as specified in SO2 or make some adjustment in relation to starring in SO6.

Commented [AM4R3]: Added the provision that late items will be starred.

Commented [AM5]: The following is adapted directly from the Senate provisions. I think the Board process and that of the Senate should align.
c) The Executive Officer or Committee Officer will advise the Academic Board or Committee that the period for deliberation is at least seven calendar days or until a majority decision is received, unless a shorter timeframe is approved by the relevant Chair;

d) Upon receipt of a majority decision the recommendations shall be deemed approved or rejected in accordance with the decision; or

e) Upon the expiration of seven calendar days, if no majority decision is received the recommendations shall be deemed to have lapsed.

The suspension of Standing Orders is not possible for a meeting by circulation.

5 Order of Business

The normal order of business at each regular meeting of the Academic Board shall be as follows –

a) Welcome and Apologies.

b) Procedural Matters:

i) adoption of unstarred items

ii) minutes of previous meeting

iii) proposed changes to the Academic Board Rule

iv) business arising out of the minutes not listed in the agenda

v) proposed changes to the membership of the Academic Board, its Committees or Sub-Committees.

c) Strategic Items of Business.

d) Report of the Chair.

e) Report of the Vice-Chancellor.

f) Questions with or without notice to the Vice-Chancellor and Chair of the Academic Board.

g) Motions of which notice has been given.

h) Reports of Academic Board Committees

i) General Business.

j) Next Meeting

The normal order of business at each regular meeting of the Committees and Sub-Committees of the Academic Board shall be as determined in the agenda, consistent with these Standing Orders.
The Chair may alter the normal order of business. Motions, other than those put by the Chair, must be proposed and seconded by members of the Academic Board, Committee or Sub-Committee.

6 Starring of items

a) The Agenda may indicate items starred for discussion, with other items to be resolved as presented without discussion.

b) Members of the Academic Board or Committee may star unstared items for discussion by giving notice to the Executive Officer or Committee Officer at least two working days prior to the meeting, and in doing so must confirm the item they wish to be starred and provide a brief description of the reasons for their request.

7 Conduct of Meetings

Meetings are conducted as described in Part 7 of the Academic Board Rule, observing normal meeting procedures, with the Chair determining the speaking order, from speakers communicating their desire to speak to the Chair before the meeting, or at the meeting by raising their hand. The method of voting at meetings of the Academic Board is described in Part 7(7) et seq. of the Academic Board Rule.

At the 12 June 2018 meeting of the Academic Board, members agreed that conversations at the Academic Board and its Committees should be polite, respectful, inclusive, factual, on-topic and non-pejorative. Members of the Academic Board and its Committees, and Academic Board representatives on Appointment or Promotion Committees, should conform to relevant University codes and policies, including the Staff Code of Conduct, the External Interests Policy 2010 and the Code of Conduct for Students. Members of the Academic Board, its Committees, Sub-Committees and Appointment and Promotion Committees should not disclose confidential information.

8 Duration of Meetings

The expected standard duration for meetings of the Academic Board and Committees will be two hours; where the duration of an individual meeting will vary from this, the intended meeting duration will be communicated as far as possible in advance to all members. When required, meetings may be extended by a further 15 minutes by a vote of the members present.

9 Changes to Standing Orders

Changes to these Standing Orders will be made by the Academic Board only on the recommendation of the Academic Board’s Academic Standards and Policy Committee.

Note: Extract of Part 7 of the Academic Board Rule

7.1 Meetings of the Academic Board

(1) The Chair is responsible for convening meetings of the Academic Board, in the manner specified in the procedures.
(a) The Chair must convene at least six meetings in each calendar year.
(b) The Chair may also convene a meeting at any time on their own motion.
(c) The Chair must convene a meeting if requested to do so by any of:
   (i) Senate;
   (ii) the Vice-Chancellor; or
   (iii) at least 50% of all members.
(2) A meeting held or a resolution passed at a meeting is not invalid because:
   (a) a person entitled to receive notice of the meeting did not receive it; or
   (b) less than the prescribed time of notice was given.
(3) A person who is acting in the position of an ex officio member may attend meetings and may
   exercise the voting rights of that position.
(4) An ex officio member, elected staff member or student member may nominate a standing
   alternate to attend meetings on their behalf.
   (a) The member must inform the Secretary to the Academic Board in writing of the
       following at least two days before the next meeting:
       (i) the fact of the appointment of the alternate;
       (ii) the alternate’s name;
       (iii) the alternate’s contact details; and
       (iv) the alternate’s position.
   (b) The alternate must meet the membership criteria applicable to the member.
(5) Quorum for Academic Board meetings is 30 members.
   (a) If no quorum is present within 30 minutes of the notified starting time of a meeting,
       the meeting may consider only procedural matters and must not transact any other business.
(6) The Secretary to the Academic Board must arrange for minutes of each meeting to be taken
    and recorded.
    (a) Minutes must record all motions put to a meeting, and their outcomes.
    (b) Copies of draft minutes must be provided to each member no later than the date
        when notice of the next meeting is given.
    (c) Minutes, once approved, must be signed by the Chair as a true and correct record.
(7) Any resolution which is to be put to a vote by members must be duly proposed and
    seconded.
(8) Each member present at a meeting has one deliberative vote.
   (a) Voting will be conducted by show of hands, unless a secret ballot is required.
   (b) A secret ballot must be conducted if:
       (i) demanded by any two members present at the meeting and entitled to vote;
           or
       (ii) directed by the Chair.
(9) Except in relation to motions of dissent under subsection 7.1(13), the Chair has one casting
    vote, in addition to a deliberative vote, if there is a tied vote.
(a) No casting vote is available in relation to a motion of dissent under subsection 7.1(13).

(10) Ordinary resolutions will be carried by a majority of those present at the meeting and eligible to vote.

(11) A special resolution will be carried by at least 75% of those present at the meeting and eligible to vote.

(a) A special resolution is required to amend any Rule made by the Academic Board.

(12) Except for a motion of dissent in the Chair, only the Chair may put a motion without notice to a meeting of the Academic Board.

(13) A member of the Academic Board may move a motion of dissent from a ruling by the Chair without notice.

(a) A motion of dissent will be carried by at least 75% of those present at the meeting and eligible to vote.

(b) A successful motion of dissent will:

(i) overrule the relevant ruling of the Chair; and

(ii) substitute a new ruling for that ruling.

(c) The Chair must not preside when a dissent motion is put and resolved. The Deputy Chair will preside in such circumstances, and if they are not present, the Academic Board must elect another member to preside.

7.2 Meetings of Committees

(1) Committee Chairs are responsible for convening committee meetings, and will determine the schedule of meetings in consultation with the Chair of the Academic Board.

(2) A member of a committee may nominate an alternate to attend a meeting on their behalf, by giving written notice to the relevant Chair at least two days before any meeting the alternate is to attend.

(3) Meeting and quorum requirements for committees will be as specified in their Terms of Reference.

(4) The Secretary to the Academic Board will arrange for minutes of each committee meeting to be taken and recorded.
Non-Confidential

Author
Dr Matthew Charet (Executive Officer to Academic Board)

Reviewer/Approver
Associate Professor Tony Masters, Chair of Academic Board

Paper title
Honours and Distinctions

Purpose
To advise the Academic Board of honours and distinctions awarded to staff and students of the University of Sydney.

RECOMMENDATION

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

HONOURS AND DISTINCTIONS

Dr James Fraser, Senior Curator at the Nicholson Museum
Recipient of a Humanities Travelling Fellowship from the Australian Academy of Humanities.

Dr Josh Stenberg, Faculty of Arts & Social Sciences
Recipient of a Humanities Travelling Fellowship from the Australian Academy of Humanities.

Professor Tony Weiss, Faculty of Science
Winner of the Knowledge Commercialization award from the Australian Academy of Technology and Engineering.

QUEEN’S BIRTHDAY HONOURS

Companion in the General Division (AC)
Professor David Burke, Faculty of Medicine & Health
Emeritus Professor Leo Radom, Faculty of Science

Officer in the General Division (AO)
Professor Katherine Belov, Faculty of Science
Professor Rae Cooper, University of Sydney Business School
Professor Elizabeth Martin, Faculty of Medicine & Health

Member in the General Division (AM)
Professor Peter Bye, Faculty of Medicine & Health
Professor Mary Chiarella, Faculty of Medicine & Health
Professor Alan Cooper, Faculty of Medicine & Health
Emeritus Professor Les Copeland, Faculty of Science
Professor David Guest, Faculty of Science
Professor Carolyn Sue, Faculty of Medicine & Health
Professor Hala Zreiqat, Faculty of Engineering
HIGHER EDUCATION ACADEMY (HEA) FELLOWSHIPS

Senior Fellows (SFHEA)
Dr Sharon Herkes, Faculty of Medicine & Health
Associate Professor Alexandre Lefebvre, Faculty of Arts & Social Sciences
Dr Cathy Little, Faculty of Arts & Social Sciences
Professor Tricia McCabe, Faculty of Health Sciences
Associate Professor Elizabeth New, Faculty of Science
Associate Professor Helen Ritchie, Faculty of Medicine & Health
Professor Peter Rutledge, Faculty of Science
Dr Rania Salama, Faculty of Medicine & Health
Professor Alyson Simpson, Faculty of Arts & Social Sciences
Dr Kate Thomson, Faculty of Health Sciences
Associate Professor Nial Wheate, Faculty of Medicine & Health
Dr Stephanie Wilson, University of Sydney Business School

Fellows (FHEA)
Dr Elise Baker, Faculty of Health Sciences
Dr Elisa Bone, Faculty of Science
Dr Marcus Carter, Faculty of Arts & Social Sciences
Dr Samuel Chalmers, Faculty of Health Sciences
Associate Professor Renata Chapman-Konarska, Faculty of Medicine & Health
Dr Stephen Cheung, Faculty of Arts & Social Sciences
Dr Samantha Clarke, Deputy Vice-Chancellor (Education); & Faculty of Science
Dr Robyn Dalziell, Faculty of Medicine & Health
Dr Tiffany Dwyer, Faculty of Health Sciences
Dr Amirali Ebrahimi Ghadi, Faculty of Engineering
Michele Fairbrother, Faculty of Health Sciences
Dr Luke Gemming, Faculty of Science
Dr Arne Geschke, Faculty of Science
Dr Claire Goldsbury, Faculty of Medicine & Health
Olga Gouveros, University of Sydney Business School
Dr Luke Hespanhol, School of Architecture, Design & Planning
Dr Susan Heward-Belle, Faculty of Arts & Social Sciences
Dr Rosa Howard, Faculty of Medicine & Health
Dr Delyse Leadbetter, Faculty of Medicine & Health
Dr Ingrid Mabin, Faculty of Science
Dr Chandana Maitra, Faculty of Arts & Social Sciences
Non-Confidential
Dr Benjamin Marks, Faculty of Engineering
Dr Diana McKay, Faculty of Medicine & Health
Dr Elly Meredith, University of Sydney Business School
Dr Guien Miao, Faculty of Engineering
Nancy Parsons, Faculty of Medicine & Health
Dr Roxanna Pebdani, Faculty of Health Sciences
Dr Jonathan Penm, Faculty of Medicine & Health
Dr Fereshteh Pourkazemi, Faculty of Health Sciences
Dr Vijayasarathi Ramanathan, Faculty of Medicine & Health
Dr Mohsen Ramezani Ghalenoei, Faculty of Engineering
Danielle Resiak, Faculty of Health Sciences
Arlie Rochford, Faculty of Medicine & Health
Dr Farid Sanai, Faculty of Medicine & Health
Dr Mahyar Shirvanimoghaddam, Faculty of Engineering
Dr Karla Straker, School of Architecture, Design & Planning
Runshuang Tang, University of Sydney Business School
Nadia Tudberry, Faculty of Health Sciences
Dr Connie Van, Faculty of Medicine & Health
Dr David Wang, Faculty of Engineering
Associate Professor Keith Willey, Faculty of Engineering
Dr Nicholas Williamson, Faculty of Engineering

Associate Fellows (AFHEA)
Dr David Scarborough, Faculty of Science
Dr Eryn Werry, Faculty of Medicine & Health

Respect is a core value of the Academic Board
Executive Summary

In order to provide stakeholders with advanced notice to assist with planning for internal timelines. The proposed 2020 Academic Board & Academic Board Committee dates are presented for approval below.

Meeting Dates

The 2020 meetings of Academic Board are proposed on the following dates at the times indicated and will take place in the Auditorium 1&2, Level 1 in the F23 Administration Building.

**Academic Board Meeting Dates:**

1. Tuesday 3 March, 1pm-3:30pm
2. Tuesday 5 May, 1pm-3:30pm
3. Tuesday 9 June, 1pm-3:30pm
4. Tuesday 21 July, 1pm-3:30pm
5. Tuesday 15 September, 1pm-3:30pm
6. Tuesday 17 November, 1pm-3:30pm

The 2020 meetings of Graduate Studies Committee are proposed on the following dates at the times indicated and will take place in the Function room, Level 5 in the F23 Administration Building.

**Graduate Studies Committee:**

1. Tuesday 28 January, 10am-12pm
2. Tuesday 31 March, 10am-12pm
3. Tuesday 28 April, 10am-12pm
4. Tuesday 16 June, 10am-12pm
5. Tuesday 11 August, 10am-12pm
6. Tuesday 6 October, 10am-12pm

The 2020 meetings of Undergraduate Studies Committee are proposed on the following dates at the times indicated and will take place in the Function room, Level 5 in the F23 Administration Building.

**Undergraduate Studies Committee:**

1. Tuesday 28 January, 2pm-4pm
2. Tuesday 31 March, 2pm-4pm
3. Tuesday 28 April, 2pm-4pm
4. Tuesday 16 June, 2pm-4pm
5. Tuesday 11 August, 2pm-4pm
6. Tuesday 6 October, 2pm-4pm
The 2020 meetings of Academic Standards and Policy Committee are proposed on the following dates at the times indicated and will take place in the Function room, Level 5 in the F23 Administration Building.

**Academic Standards and Policy Committee:**

1. Tuesday 4 February, 2pm-4pm  
2. Tuesday 7 April, 2pm-4pm  
3. Tuesday 12 May, 2pm-4pm  
4. Tuesday 23 June, 2pm-4pm  
5. Tuesday 18 August, 2pm-4pm  
6. Tuesday 13 October, 2pm-4pm

The 2020 meetings of Academic Quality Committee are proposed on the following dates at the times indicated and will take place in the Function room, Level 5 in the F23 Administration Building.

**Academic Quality Committee:**

1. Tuesday 4 February, 10am-12pm  
2. Tuesday 7 April, 10am-12pm  
3. Tuesday 12 May, 10am-12pm  
4. Tuesday 23 June, 10am-12pm  
5. Tuesday 18 August, 10am-12pm  
6. Tuesday 13 October, 10am-12pm

The 2020 meetings of Admissions Subcommittee are proposed on the following dates at the times indicated and will take place in the Executive Boardroom, Level 5 in the F23 Administration Building.

**Admissions Sub-Committee:**

1. Tuesday 21 January, 2:30pm-4:30pm  
2. Tuesday 24 March, 2:30pm-4:30pm  
3. Tuesday 21 April, 2:30pm-4:30pm  
4. Tuesday 2 June, 2:30pm-4:30pm  
5. Tuesday 4 August, 2:30pm-4:30pm  
6. Tuesday 29 September, 2:30pm-4:30pm

The 2020 meetings of HDR Examinations Subcommittee are proposed on the following dates at the times indicated and will take place in Meeting Room 505, Level 5 in the F23 Administration Building.

**HDR Examinations Subcommittee:**

1. Tuesday 28 January, 1:30pm-2:30pm  
2. Tuesday 25 February, 1:30pm-2:30pm  
3. Tuesday 24 March, 1:30pm-2:30pm  
4. Tuesday 21 April, 1:30pm-2:30pm  
5. Tuesday 26 May, 1:30pm-2:30pm  
6. Tuesday 30 June, 1:30pm-2:30pm  
7. Tuesday 28 July, 1:30pm-2:30pm  
8. Tuesday 25 August, 1:30pm-2:30pm  
9. Tuesday 22 September, 1:30pm-2:30pm  
10. Tuesday 27 October, 1:30pm-2:30pm  
11. Tuesday 24 November, 1:30pm-2:30pm  
12. Tuesday 15 December, 1:30pm-2:30pm
Non-Confidential

The 2020 meetings of HDR Scholarships Subcommittee are proposed on the following dates at the times indicated and will take place in the Boardroom, Level 4 in the New Law Building.

**HDR Scholarships Subcommittee:**

1. Friday 7 February, 2pm-4pm
2. Friday 6 March, 2pm-4pm
3. Friday 3 April, 2pm-4pm
4. Friday 1 May, 2pm-4pm
5. Friday 19 June, 2pm-4pm
6. Friday 3 July, 2pm-4pm
7. Friday 7 August, 2pm-4pm
8. Friday 25 September, 2pm-4pm
9. Friday 30 October, 2pm-4pm
10. Friday 27 November, 2pm-4pm
11. Friday 11 December, 2pm-4pm

If members have any queries or concerns about the proposed dates, please get in contact with Manager Governance (Senate & Academic Board) via alyssa.white@sydney.edu.au

<table>
<thead>
<tr>
<th>Author</th>
<th>Alyssa White, Manager Governance (Senate &amp; Academic Board)</th>
</tr>
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<tbody>
<tr>
<td>Requests for further information</td>
<td>Requests for further information may be directed to Alyssa White.</td>
</tr>
</tbody>
</table>
RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee held on 25 June 2019 and:

(1) approve the proposal from the Chair of Academic Board to introduce the Academic Board Standing Orders for adoption by the Academic Board

(2) approve the proposal from Admissions to amend the Admissions Standards – English Language Proficiency

(3) approve the recommendations of the report of the Dual and Joint Degrees Working Party.

ITEMS FOR DECISION

7.1 Academic Board Standing Orders

The Chair, Academic Board, presented the draft Academic Board Standing Orders, for feedback and endorsement. The draft Standing Orders are intended as a record of how and why the work of the Board is conducted, and as such are not intended to be a guide rather than stringently applied. An ‘opt-in’ provision has been made that if the Standing Orders are approved by the Academic Board, its committees can decide whether to operate under these orders, to continue as is, or decide to adopt them ‘with waivers’.

7.2 Changes to English Language Proficiency Requirements

Two types of proposed change to the English Language Proficiency Standards were presented to the Committee: those pertaining to tertiary studies which further specify requirements based on the location of study, and those relating to faculty-specific requirements. With respect to the first, there are subtleties around duration and location. Where instruction is in English in a non-English speaking country, the aim is to standardize across all areas.

7.3 Report of the Dual and Joint Degrees Working Group

The Dual and Joint Degrees Working Group was established to develop and implement a strategic framework and governance structure for dual degree and joint PhD partnerships. Its report outlines ten recommendations pertaining to the nomenclature, approval process, partnership framework, delegations of authority, and co-badging arrangements of courses offered under an inter-institutional agreement.
ITEMS FOR NOTING

The Committee also:

- provided feedback on the 2019 Research Code of Conduct
- provided feedback on a presentation of trends in emerging risks related to the work of the Academic Board
- expressed its support for the proposal of the DVC Education Portfolio to review the Supervision of Higher Degree by Research Students Policy 2013
- noted the report of the Academic Board
- noted the report of the Admissions Sub-Committee
- noted the action of the Chair of the Academic Board in approving amendments to the Assessment Procedures at the request of the Executive Director of Student Administration and consider the revised Assessment Procedures
- noted the University’s draft submission on the proposed legislation for prohibiting the provision and advertisement of commercial cheating services
- noted the addendum to the report for submission to Academic Board and the University Senate as fulfilment of the reporting requirement of clause 8.4 of the University of Sydney (Student Discipline) Rule 2016.

Full agenda papers are available from the Acting Committee Officer, via glenys.eddy@sydney.edu.au.

Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
Academic Board
23 July 2019

Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Associate Professor Tony Masters (Chair, Academic Board)</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters (Chair, Academic Board)</td>
</tr>
<tr>
<td>Proposal / Paper Title</td>
<td>Academic Board Standing Orders</td>
</tr>
<tr>
<td>Purpose</td>
<td>To seek feedback from the Academic Standards &amp; Policy Committee on draft Standing Orders for meetings of the Academic Board</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Associate Professor Tony Masters (Chair, Academic Board)</td>
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**RECOMMENDATION**

That the Academic Standards & Policy Committee discuss and provide feedback on the proposed draft Academic Board Standing Orders, as presented.

**EXECUTIVE SUMMARY**

In accepting the Recommendations of the Review of the Academic Board on 28 March 2017, the Board agreed to several changes in its procedures. These Standing Orders have been prepared, in part, to provide a record, other than institutional memory, of these procedures. They are also a simple means of enabling new members to appreciate the conduct of meetings of the Academic Board, its Committees and sub-Committees.

**ATTACHMENTS**

Attachment 1 – Draft Academic Board Standing Orders
In accepting the Recommendations of the Review of the Academic Board on 28 March 2017, the Board agreed to several changes in its procedures. These Standing Orders have been prepared, in part, to provide a record, other than institutional memory, of these procedures. They are also a simple means of enabling new members to appreciate the conduct of meetings of the Academic Board, its Committees and sub-Committees.

Part 1 Preliminary

1.1 Commencement

These Standing Orders have been adopted by the Academic Board on xxxxxxx.

1.2 Purpose

The purpose of these Standing Orders is to provide guidance for the conduct of the business and proceedings of meetings of the Academic Board and its Committees as defined in the University of Sydney (Academic Board) Rule 2017 (the “Academic Board Rule”). The Standing Orders also give effect to recommendations of the Review of the Academic Board 2016, accepted by the Academic Board on 28 March 2017.

These procedures are subsidiary to those included in the Academic Board Rule. The Academic Board Rule specifies the constitution of the Academic Board, the quorum, the content of minutes, resolutions and voting. Electoral provisions are described in the Election Procedures 2015 and the Election Candidates’ Conduct Procedures 2017.

1.3 Coverage/Limitations

a) These Standing Orders are subject to the requirements of applicable University rules, policies and procedures, including, but not limited to, those referenced in the Academic Board Rule.
b) These Standing Orders apply to all meetings of the Academic Board unless the meeting resolves, that any part(s) of these Orders be suspended for the whole or any part of a meeting.
c) Committees, Sub-Committees and other advisory groups of the Academic Board may elect to adopt these Standing Orders

d) Any procedural matter not dealt with by the Academic Board Rule or by these Standing Orders shall be determined by the Chair of the meeting.
e) Business submitted to the Academic Board, its Committees and Sub-Committees will be that defined by the Academic Board Rule, the University of Sydney (Delegations of Authority - Academic Functions) Rule 2016 and the Committee or Sub-Committee Terms of Reference.

1.4 Interpretation/Definitions

The meanings of terms within these Standing Orders are those defined in the Academic Board Rule and the University of Sydney (Governance of Faculties and University Schools) Rule 2016. In addition:

a) Academic Board Rule means the University of Sydney (Academic Board) Rule 2017, as amended.
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Notice of a meeting and a copy of the business papers shall be circulated electronically by the Executive Officer or Committee Officer, with timing of distribution as determined in the Committee/Sub-Committee Terms of Reference and/or advertised on the Academic Board or Committee website. Academic Board meetings are scheduled in the month prior to a meeting of the University Senate. Additional items and business papers that require a decision may be circulated with the permission of the relevant Chair, and for the Academic Board and Committees must be circulated at least three working days before the meeting. The Chair of the meeting may allow additional documentation (e.g., copies of presentations, briefing documents, supporting materials) to be tabled at the meeting. Such material shall not be considered if the Academic Board or Committee resolves that it be held over to a subsequent meeting and/or be referred to another Committee, Sub-Committee, Taskforce, Review Committee or working party of the Academic Board or other body as appropriate.

3 Agenda Items

The full, complete and final version of the proposal intended for consideration by the Academic Board or Committee must be received by the Executive Officer or Committee Officer by the close-off for receipt of agenda items advertised on the Academic Board or Committee website; items received after this date may only be included in the agenda with the permission of the relevant Chair. Items received after the distribution of the agenda and accepted for the meeting will be starred.

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For matters that require urgent consideration, in the absence of an appropriate imminent meeting:

a) The Executive Officer or Committee Officer will seek the permission of the relevant Chair to propose an item for circular resolution, noting the circumstances which make the decision one of an emergency or one which is required to avoid disadvantage;

b) If agreed by the relevant Chair, the Executive Officer or Committee Officer will forward the item by electronic notice to the members of the Academic Board or Committee, advising that a decision is sought regarding proposed recommendations, noting the circumstances, and attaching the proposed recommendations and any supporting documents;
c) The Executive Officer or Committee Officer will advise the Academic Board or Committee that the period for deliberation is at least seven calendar days or until a majority decision is received, unless a shorter timeframe is approved by the relevant Chair;

d) Upon receipt of a majority decision the recommendations shall be deemed approved or rejected in accordance with the decision; or

e) Upon the expiration of seven calendar days, if no majority decision is received the recommendations shall be deemed to have lapsed.

The suspension of Standing Orders is not possible for a meeting by circulation.

5 Order of Business

The normal order of business at each regular meeting of the Academic Board shall be as follows –

   a) Welcome and Apologies.

   b) Procedural Matters:

      i) adoption of unstarred items

      ii) minutes of previous meeting

      iii) proposed changes to the Academic Board Rule

      iv) business arising out of the minutes not listed in the agenda

      v) proposed changes to the membership of the Academic Board, its Committees or Sub-Committees.

   c) Strategic Items of Business.

   d) Report of the Chair.

   e) Report of the Vice-Chancellor.

   f) Questions with or without notice to the Vice-Chancellor and Chair of the Academic Board.

   g) Motions of which notice has been given.

   h) Reports of Academic Board Committees

      i) General Business.

   j) Next Meeting

The normal order of business at each regular meeting of the Committees and Sub-Committees of the Academic Board shall be as determined in the agenda, consistent with these Standing Orders.
The Chair may alter the normal order of business. Motions, other than those put by the Chair, must be proposed and seconded by members of the Academic Board, Committee or Sub-Committee.

6 Starring of items

   a) The Agenda may indicate items starred for discussion, with other items to be resolved as presented without discussion.

   b) Members of the Academic Board or Committee may star unstarred items for discussion by giving notice to the Executive Officer or Committee Officer at least two working days prior to the meeting, and in doing so must confirm the item they wish to be starred and provide a brief description of the reasons for their request.

7 Conduct of Meetings

Meetings are conducted as described in Part 7 of the Academic Board Rule, observing normal meeting procedures, with the Chair determining the speaking order, from speakers communicating their desire to speak to the Chair before the meeting, or at the meeting by raising their hand. The method of voting at meetings of the Academic Board is described in Part 7(7) et seq. of the Academic Board Rule.

Note: See the University of Sydney (Academic Board) Rule 2017

At the 12 June 2018 meeting of the Academic Board, members agreed that conversations at the Academic Board and its Committees should be polite, respectful, inclusive, factual, on-topic and non-pejorative. Members of the Academic Board and its Committees, and Academic Board representatives on Appointment or Promotion Committees, should conform to relevant University codes and policies, including the Staff Code of Conduct, the External Interests Policy 2010 and the Code of Conduct for Students. Members of the Academic Board, its Committees, Sub-Committees and Appointment and Promotion Committees should not disclose confidential information.

8 Duration of Meetings

The expected standard duration for meetings of the Academic Board and Committees will be two hours; where the duration of an individual meeting will vary from this, the intended meeting duration will be communicated as far as possible in advance to all members. When required, meetings may be extended by a further 15 minutes by a vote of the members present.

9 Changes to Standing Orders

Changes to these Standing Orders can be made by the Academic Board after referral to the Academic Board’s Academic Standards and Policy Committee and their recommendation.
Note: Extract of Part 7 of the Academic Board Rule

7.1 Meetings of the Academic Board

(1) The Chair is responsible for convening meetings of the Academic Board, in the manner specified in the procedures.
   (a) The Chair must convene at least six meetings in each calendar year.
   (b) The Chair may also convene a meeting at any time on their own motion.
   (c) The Chair must convene a meeting if requested to do so by any of:
       (i) Senate;
       (ii) the Vice-Chancellor; or
       (iii) at least 50% of all members.

(2) A meeting held or a resolution passed at a meeting is not invalid because:
   (a) a person entitled to receive notice of the meeting did not receive it; or
   (b) less than the prescribed time of notice was given.

(3) A person who is acting in the position of an ex officio member may attend meetings and may exercise the voting rights of that position.

(4) An ex officio member, elected staff member or student member may nominate a standing alternate to attend meetings on their behalf.
   (a) The member must inform the Secretary to the Academic Board in writing of the following at least two days before the next meeting:
       (i) the fact of the appointment of the alternate;
       (ii) the alternate’s name;
       (iii) the alternate’s contact details; and
       (iv) the alternate’s position.
   (b) The alternate must meet the membership criteria applicable to the member.

(5) Quorum for Academic Board meetings is 30 members.
   (a) If no quorum is present within 30 minutes of the notified starting time of a meeting, the meeting may consider only procedural matters and must not transact any other business.

(6) The Secretary to the Academic Board must arrange for minutes of each meeting to be taken and recorded.
   (a) Minutes must record all motions put to a meeting, and their outcomes.
   (b) Copies of draft minutes must be provided to each member no later than the date when notice of the next meeting is given.
   (c) Minutes, once approved, must be signed by the Chair as a true and correct record.

(7) Any resolution which is to be put to a vote by members must be duly proposed and seconded.

(8) Each member present at a meeting has one deliberative vote.
   (a) Voting will be conducted by show of hands, unless a secret ballot is required.
   (b) A secret ballot must be conducted if:
       (i) demanded by any two members present at the meeting and entitled to vote; or
       (ii) directed by the Chair.

(9) Except in relation to motions of dissent under subsection 7.1(13), the Chair has one casting vote, in addition to a deliberative vote, if there is a tied vote.
(a) No casting vote is available in relation to a motion of dissent under subsection 7.1(13).

(10) Ordinary resolutions will be carried by a majority of those present at the meeting and eligible to vote.

(11) A special resolution will be carried by at least 75% of those present at the meeting and eligible to vote.
   (a) A special resolution is required to amend any Rule made by the Academic Board.

(12) Except for a motion of dissent in the Chair, only the Chair may put a motion without notice to a meeting of the Academic Board.

(13) A member of the Academic Board may move a motion of dissent from a ruling by the Chair without notice.
   (a) A motion of dissent will be carried by at least 75% of those present at the meeting and eligible to vote.
   (b) A successful motion of dissent will:
      (i) overrule the relevant ruling of the Chair; and
      (ii) substitute a new ruling for that ruling.
   (c) The Chair must not preside when a dissent motion is put and resolved. The Deputy Chair will preside in such circumstances, and if they are not present, the Academic Board must elect another member to preside.

7.2 Meetings of Committees

(1) Committee Chairs are responsible for convening committee meetings, and will determine the schedule of meetings in consultation with the Chair of the Academic Board.

(2) A member of a committee may nominate an alternate to attend a meeting on their behalf, by giving written notice to the relevant Chair at least two days before any meeting the alternate is to attend.

(3) Meeting and quorum requirements for committees will be as specified in their Terms of Reference.

(4) The Secretary to the Academic Board will arrange for minutes of each committee meeting to be taken and recorded.
RECOMMENDATION

That the Academic Standards and Policy Committee endorses the proposed amendments to the Admissions Standards – English Language Proficiency (attachment 1).

EXECUTIVE SUMMARY

Changes to the Admissions Standards – English Language Proficiency are proposed to tertiary studies and updates to faculty specific requirements. The amendments pertaining to tertiary studies further specify the requirements based on the location of study and whether the level of study is at an undergraduate or postgraduate level. It is understood that the faculty-specific variations from standard requirements added to the standard, in regards to duration of study for courses offered by the School of Architecture, Design and Planning and the School of Nursing, and for specific courses in Table 4 and Table 5 of the Standard, have been previously approved by the Academic Board.

CONTEXT

The Admissions Working Party was established at the 19 March 2018 Admissions Subcommittee meeting and conducted four meetings throughout 2018 to address a range of policy gaps pertaining to admissions. The three main issues were clarifying the role of the Academic Board in determining entry requirements and standards, formalising the previously announced mathematics prerequisites in policy, and addressing a number of discrepancies regarding ELP requirements. The latter resulted in the introduction of the Admissions Standards – English Language Proficiency, which lists standards set by the Academic Board for ELP admission. This document was largely based on existing information in the Coursework Policy 2014, University of Sydney (Higher Degree by Research) Rule 2011 (HDR Rule), and admissions concordance tables. Where there were discrepancies between the various sources of ELP requirements at the University these were resolved. For instance, there was a nonalignment of ELP test score conversions across the three documents. The HDR Rule and postgraduate subclause of the Coursework Policy set the minimum IELTS score at 6.5 and specifies a TOEFL paper-based score of 577, the advertised Admissions Concordance Table sets the equivalent of an IELTS 6.5 as a TOEFL paper-based score of 565, while the undergraduate admissions subclause of the Coursework Policy lists this equivalent TOEFL score as 550. In response to this, the different scores were aligned to 577 following consultation with the Centre for English Teaching and Go8 benchmarking to ensure consistency across degree-types. As such, the purpose of the Admissions Standard is to be the source of ELP admissions requirements and equivalent scores as set by the Academic Board. For future changes to requirements of existing degrees (such as degree specific IELTS scores), these need to be endorsed by the Admissions Subcommittee for approval by the Academic Board (via Academic Standards and Policy Committee).

ISSUES

Changes to the Standard are proposed regarding proof of ELP via tertiary studies to clarify duration of study requirements for different degree types and location of study. It is proposed that for applicants demonstrating ELP through tertiary studies in an English speaking country (as defined in 2(1) of the Standard) at least one year of full-time or equivalent part time study in an institution where the language of instruction is English is...
required. For applicants providing proof of ELP via tertiary studies in a non-English speaking country, a variation has been included based on the level of study (undergraduate or postgraduate). For tertiary studies at an undergraduate level, the degree must be at least three years duration full time or equivalent part time and completed. For postgraduate studies, the requirement is one year of completed full time or equivalent part time study. Faculty based exceptions to these requirements (School of Nursing and School of Architecture, Design and Planning) have been listed in 4(5) of the Standard.

Additional changes are proposed where new degrees have been introduced and titles need to be updated. Also new degrees with IELTS scores varied from the University standard of 6.5 overall and 6.0 are listed in tables 4 and 5. Other amendments since the introduction of the Standard are included, such as the Danish Agency for Science and Higher Education changing the grading scale of the Denmark Studentereksamen whereby the score required in English A is now 7 (previously 8).

Further changes to the Admissions Standard are necessitated by the Nursing and Midwifery Board of Australia’s new registration standards. In particular, these registration standards have a narrower definition of countries whereby an applicant can demonstrate English as a first language (recognised country only means: Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom, or United States) and different duration of study times for demonstrating ELP. These changes will be brought to the 16 July Admissions Subcommittee meeting, 13 August Academic Standards and Policy Committee, and 3 September Academic Board meeting.

ATTACHMENTS

Attachment 1: Admissions Standards – English Language Proficiency
ADMISSIONS STANDARDS – ENGLISH LANGUAGE PROFICIENCY

1 Definitions

(1) Words and phrases used in these standards and not otherwise defined in this document have the meanings they have in the Coursework Policy 2014.

(2) In these standards:

- **IB** means the International Baccalaureate
- **CAE** means Cambridge English: Advanced
- **CPE** means Cambridge English: Proficiency
- **GCE** means the General Certificate of Education
- **HKDSE** means the Hong Kong Diploma of Secondary Education
- **IELTS** means the International English Language Testing System
- **IGCSE** means the International General Certificate of Secondary Education
- **IGCSE English** means IGCSE First language English, IGCSE Second language English, IGCSE Literature, Singapore-Cambridge O-level, UK OCR level English
- **STPM** means the Sijil Tinggi Persekolah Malaysia
- **TOEFL** means the Test of English as a Foreign Language
- **TOEFL IBT** means internet based TOEFL
- **TWE** means the Test of Written English (completed as part of a paper-based TOEFL)
- **UK A Level English** means the GCE English subject that has been undertaken at full Advanced (A2) level
- **UK AS Level English** Means the GCE English Language and Literature subject or English Language subject.
- **UK A Levels Humanities** means any of the following GCE A Level humanities subjects: History, Humanities, Philosophy – Critical Thinking, Politics, Law, Religion, Sociology and Psychology

2 Applicants whose first language is English

(1) In order to satisfy the requirements of clauses 21A and 23A of the Coursework Policy 2014, or section 7.1 of the University of Sydney (Higher Degree by
Admissions Standards

Research) Rule 2011 the applicant must have citizenship or permanent long-term residency (minimum ten years) from one or more of the following countries and have completed secondary or tertiary study from one of the following countries:

(a) American Samoa
(b) Australia
(c) Botswana
(d) Canada (excluding Quebec)
(e) Fiji
(f) Ghana
(g) Guyana
(h) Ireland
(i) Jamaica
(j) Kenya
(k) Lesotho
(l) Liberia
(m) New Zealand
(n) Nigeria
(o) Papua New Guinea
(p) Samoa
(q) Singapore
(r) Solomon Islands
(s) South Africa
(t) Tonga
(u) Trinidad and Tobago
(v) United Kingdom (including Northern Ireland)
(w) United States of America
(x) Zambia

An applicant for admission to an undergraduate award course in a faculty that has set proof of English as a first language separate to the countries listed in 2(1) 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.

3 Applicants whose first language is not English – secondary qualifications

(1) These standards apply to undergraduate coursework applicants:
   (a) whose first language is not English;

Admissions Standards – English Language Proficiency
Admissions Standards

– English Language Proficiency

(b) who wish to demonstrate English proficiency through secondary qualifications; and

(c) who, if successful, will commence studies after 1 January 2019.

(2) Applicants seeking admission to an undergraduate award course on the basis of satisfactory achievement in secondary studies must have completed senior secondary study.

(3) An applicant whose first language is not English must have:

(a) achieved a record of satisfactory achievement in secondary studies within five years of the date on which they will commence the course:
   (i) in an English speaking country; or
   (ii) in which the instruction and assessment were entirely in English; or

(b) achieved a record of satisfactory achievement in secondary studies within two years of the date on which they will commence the course:
   (i) not undertaken in English; but
   (ii) which meets the requirements listed in Table 1 or Table 2.

(4) 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 3(3) 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 whose first language is not English – tertiary studies

(1) These standards apply to undergraduate and postgraduate coursework, and higher degree by research, applicants:

(a) whose first language is not English;

(b) who wish to demonstrate English proficiency through tertiary studies; and

(c) who, if successful, will commence studies after 1 January 2019.

(2) An applicant whose first language is not English must have achieved a record of satisfactory achievement in tertiary studies:

(a) within five years of the date on which they will commence the course;

(b) at a provider approved by the University; and

(c) in which the duration of study:
   (i) was at least one year of full-time (or equivalent part time) conducted in an English speaking country as defined in item 2(1) and where the language of instruction, examination, and the institution was English; or
   (ii) was a completed undergraduate degree of at least three years full time (or equivalent part time) conducted in English, and in which the language of instruction, assessment, examination, and the institution was English; or
   (iii) was a completed postgraduate or higher degree by research award course of at least one year full-time (or equivalent part time).
conducted in English, and in which the language of instruction, assessment, examination, and the institution was English.

(3) An applicant for admission to an award course that has English language duration of study requirements separate to the requirements established in 4(2)(c) must meet the faculty’s requirements as approved by the Academic Board. These faculty requirements must be approved by the Academic Board in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

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) The courses and separate requirements referenced in 4(3) are listed below:

(a) admission to all postgraduate award courses offered by the School of Architecture, Design and Planning requires, in addition to 4(2)(a) and 4(2)(b), satisfactory achievement in tertiary studies in which the duration of study:

(i) was at least two years of full time (or equivalent part time) conducted in an English speaking country as defined in 2(1) and where the language of instruction, assessment, examination, and the institution was English; or

(ii) was a completed undergraduate degree of at least three years full time (or equivalent part time) conducted in English, and in which the language of instruction, assessment, examination, and the institution was English; or

(iii) was a completed postgraduate or higher degree by research award course of at least two years full-time (or equivalent part-time) conducted in English, and in which the language of instruction, assessment, examination, and the institution was English.

(b) admission to all undergraduate courses offered by the Sydney Nursing School requires, in addition to 4(2)(b), satisfactory achievement in tertiary studies in which the duration of study:

(i) was at least one year of full time university study in an English speaking country within the past two years at the time of commencement; or

(ii) or in a university institution where the language of instruction, assessment, examination, and the institution was English within the past two years at the time of commencement.

(c) admission to all postgraduate courses offered by the Sydney Nursing School requires, in addition to 4(2)(b), satisfactory achievement in tertiary studies in which the duration of study:

(i) was a three year degree, completed no more than five years prior to the commencement of study in which the language of instruction, assessment, examination, and the institution was English; or

(ii) was a degree of two years or more, completed no more than three years prior to the commencement of study in which the language of instruction, assessment, examination, and the institution was English.
5 Applicants whose first language is not English – English language test scores

(1) These standards apply to all undergraduate and postgraduate coursework, and higher degree by research, applicants:
   (a) whose first language is not English;
   (b) who wish to demonstrate English language proficiency through an English language skills test score;
   (c) who, if successful, will commence studies after 1 January 2019.

(2) An applicant whose first language is not English must have achieved within two years of the date on which the applicant will commence the course an IELTS overall band score of:
   (a) 6.5, with at least 6.0 in each band; or
   (b) an equivalent score as listed in Table 3.

(3) An applicant for admission to an award course in a faculty that has set English language requirements in addition to or above the minimum requirements set out in subclause 5(2) must meet the faculty’s requirements as approved by the Academic Board and listed in Table 4 (undergraduate courses) and Table 5 (postgraduate courses).

   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) 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.

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

6 Other applicants whose first language is not English

(1) These standards apply to all undergraduate and postgraduate coursework, and higher degree by research applicants:
   (a) whose first language is not English;
   (b) who wish to demonstrate English proficiency otherwise than in accordance with clauses 3 – 5; and
   (c) who, if successful, will commence studies after 1 January 2019.

(2) An applicant whose first language is not English must have:
   (a) lived and worked in an English speaking country specified in subclause 2(1) continuously for at least five years prior to the date on which they will commence the course; or
   (b) current registration with an accreditation body that has an English language requirement equivalent to, or higher than, the standards otherwise required by the University.

   Note: An applicant applying for admission to post-registration postgraduate courses offered by the Sydney Nursing School may provide proof of English Language proficiency.
Admissions Standards – English Language Proficiency

Proficiency by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.

(4) Other admissions standards or requirements may be set by a Faculty subject to approval by the Board.

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

7 Exceptional circumstances

(1) In exceptional circumstances, a Dean may determine that an applicant demonstrates English language proficiency requirements by means other than those prescribed in these standards, provided that:

(a) the applicant must have:
   (i) an IELTS score or equivalent as specified in Table 3; and:
   (ii) an overall or average band score no more than 0.5 below the overall or average band score otherwise required; and
   (iii) no individual band score more than 1.0 below the individual band score otherwise required; or

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

(2) For undergraduate applicants, the Chair of the Undergraduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subclause 7(1)(a), as they apply in a particular case.

(3) For postgraduate coursework and higher degree by research applicants, the Chair of the Graduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subclause 7(1)(a), as they apply in a particular case.

(4) In considering whether an applicant has demonstrated enough competence in written and spoken English to complete the course successfully, the Dean:

(a) must take into account any advice of the 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.

(5) 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 Dean’s reasons for granting the exemption.
# TABLE 1

Concordance estimates for qualifications used to provide evidence of English language proficiency

<table>
<thead>
<tr>
<th>IELTS Score</th>
<th>UK A Level English</th>
<th>Singapore-Cambridge A Levels: English Language and Linguistics</th>
<th>HKDSE English Language and Literature in English</th>
<th>STPM Literatures (92D)</th>
<th>UK A Levels Humanities</th>
<th>UK AS Levels English</th>
<th>IGCSE English</th>
<th>IB English A – Higher Level</th>
<th>IB English A – Standard Level</th>
<th>IB English B – Higher Level</th>
<th>IB English B – Standard Level</th>
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<tr>
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<td>E</td>
<td>3</td>
<td>D</td>
<td>D</td>
<td>C</td>
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<td>D</td>
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<td>D</td>
<td>C</td>
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<td></td>
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# TABLE 2

Subject and grade requirements guide for accepted secondary qualifications not undertaken in English

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<th>Qualification/subject</th>
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<tr>
<td>Denmark Studentereksamen</td>
<td>7 in English A or 10 in English B</td>
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<tr>
<td>Finland Upper Secondary School Certificate</td>
<td>8 in English or English A Language</td>
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<td>Germany Abitur</td>
<td>3 in Advanced Level English (LF)</td>
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<tr>
<td>Netherlands VWO</td>
<td>8 in Level 6 High School English</td>
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<td>4 in English</td>
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<td>STPM Literature</td>
<td>B/C</td>
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<td>Sweden Avgangsbetyg/Slutbetyg</td>
<td>VG or C in English</td>
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### TABLE 3

English Language Skills Tests conversion table – Overall scores

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<tr>
<th>IELTS Academic</th>
<th>TOEFL Paper Based Test (pre-October 2017)*</th>
<th>TOEFL IBT</th>
<th>PTE Academic</th>
<th>Cambridge English Scale: CAE and CPE (from 2015)</th>
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English language Individual skills tests

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<td>23</td>
<td>25</td>
<td>68</td>
<td>185</td>
</tr>
<tr>
<td>7.5</td>
<td>5.5</td>
<td>25</td>
<td>27</td>
<td>76</td>
<td>191</td>
</tr>
<tr>
<td>8.0</td>
<td>6</td>
<td>27</td>
<td>29</td>
<td>79</td>
<td>200</td>
</tr>
<tr>
<td>8.5</td>
<td>6</td>
<td>29</td>
<td>29</td>
<td>84</td>
<td>205</td>
</tr>
<tr>
<td>9.0</td>
<td>6</td>
<td>30</td>
<td>30</td>
<td>88</td>
<td>209</td>
</tr>
</tbody>
</table>

**Note:** Scores from TOEFL Paper Based Tests taken after 14 October 2017 are not accepted.

Admissions Standards – English Language Proficiency
### TABLE 4

**Faculty-specific English Language Requirements – Undergraduate**

<table>
<thead>
<tr>
<th>Faculty/Course</th>
<th>English Language Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sydney School of Architecture, Design and Planning</strong></td>
<td></td>
</tr>
<tr>
<td>All undergraduate courses</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components (this applies to non-UAC admissions only)</td>
</tr>
<tr>
<td>Bachelor of Design in Architecture (Honours) / Master of Architecture</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components (this applies to non-UAC admissions only)</td>
</tr>
<tr>
<td><strong>Faculty of Arts and Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts / Bachelor of Advanced Studies (Media and Communications)</td>
<td>IELTS: Overall band score of 7.5 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Economics, Bachelor of Economics / Bachelor of Advanced Studies</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Education (all streams)</td>
<td>IELTS: Minimum overall result of 7.5 Minimum of 8.0 in speaking and listening modules Minimum of 7.0 in reading and writing modules</td>
</tr>
<tr>
<td><strong>Sydney Business School</strong></td>
<td></td>
</tr>
<tr>
<td>All undergraduate courses except combined law and Bachelor of Commerce / Doctor of Medicine (see below)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components</td>
</tr>
<tr>
<td><strong>Faculty of Engineering and Information Technologies</strong></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Engineering Honours / Bachelor of Commerce</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Advanced Computing / Bachelor of Commerce</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Engineering Honours (Civil) / Bachelor of Design in Architecture</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components</td>
</tr>
<tr>
<td><strong>Faculty of Health Sciences</strong></td>
<td></td>
</tr>
</tbody>
</table>

Admissions Standards – English Language Proficiency
<table>
<thead>
<tr>
<th>Course</th>
<th>IELTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science (Speech Pathology)</td>
<td>Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
<td>Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Physiotherapy)</td>
<td>Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
<td>Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components</td>
</tr>
<tr>
<td>Sydney Law School</td>
<td>IELTS: Overall band score of 7.5 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Faculty of Medicine and Health</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Arts / Doctor of Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Nursing and Midwifery combined degrees</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Nursing (Advanced Studies)</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science / Doctor of Dental Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Oral Health</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Science / Master of Nutrition and Dietetics</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 6.5 in each of the components</td>
</tr>
<tr>
<td>Bachelor of Veterinary Biology / Doctor of Veterinary Medicine</td>
<td>IELTS: Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components</td>
</tr>
</tbody>
</table>
### TABLE 5

#### Faculty-specific English Language Requirements – Postgraduate

<table>
<thead>
<tr>
<th>Sydney School of Architecture, Design and Planning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All postgraduate (coursework and research) award courses</td>
<td>For students without a Bachelor’s Degree from an English language university, and who have studied less than two years in an institution of English instruction, an IELTS score of a minimum average of 7.0 with no section below 6.0 must be provided.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty of Arts and Social Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive Master of Arts and Social Sciences</strong></td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Art Curating, Graduate Diploma in Art Curating, Graduate Certificate in Art Curating</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Creative Writing, Graduate Diploma in Creative Writing, Graduate Certificate in Creative Writing</td>
<td>IELTS overall 7.0 with a minimum of 7.0 in the Writing band and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Crosscultural and Applied Linguistics, Graduate Diploma in Crosscultural and Applied Linguistics, Graduate Certificate in Crosscultural and Applied Linguistics</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Cultural Studies, Graduate Diploma in Cultural Studies, Graduate Certificate in Cultural Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Development Studies, Graduate Diploma in Development Studies, Graduate Certificate in Development Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Digital Communication and Culture, Graduate Diploma in Digital Communication and Culture, Graduate Certificate in Digital Communication and Culture</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Economic Analysis, Graduate Diploma in Economic Analysis</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Economics, Graduate Diploma in Economics, Graduate Certificate in Economics</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Program</td>
<td>IELTS Requirement</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Master of English Studies, Graduate Diploma in English Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Health Communication, Graduate Diploma in Health Communication</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Health Security, Graduate Diploma in Health Security, Graduate Certificate in Health Security</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Human Rights, Graduate Diploma in Human Rights, Graduate Certificate in Human Rights</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of International Relations, Graduate Diploma in International Relations, Graduate Certificate in International Relations, Graduate Certificate in Economics</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of International Security, Graduate Diploma in International Security, Graduate Certificate in International Security</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of International Studies, Graduate Diploma in International Studies, Graduate Certificate in International Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Media Practice, Graduate Diploma in Media Practice, Graduate Certificate in Media Practice</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Museum and Heritage Studies, Graduate Diploma in Museum and Heritage Studies, Graduate Certificate in Museum and Heritage Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Peace and Conflict Studies, Graduate Diploma in Peace and Conflict Studies, Graduate Certificate in Peace and Conflict Studies</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Political Economy, Graduate Diploma in Political Economy, Graduate Certificate in Political Economy</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Public Policy, Graduate Diploma in Public Policy, Graduate Certificate in Public Policy</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Program</td>
<td>IELTS Requirements</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Master of Publishing, Graduate Diploma in Publishing, Graduate Certificate in Publishing</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of Strategic Public Relations, Graduate Diploma in Strategic Public Relations, Graduate Certificate in Strategic Public Relations</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Master of US Studies, Graduate Diploma in US Studies, Graduate Certificate in US Studies</td>
<td>IELTS – Overall band score of 7.0 or above with a result of a minimum of 6.5 in Speaking and Writing and a minimum of 6.0 in Listening and Reading</td>
</tr>
<tr>
<td>Master of Teaching</td>
<td>IELTS – Overall band score of 7.5 or better with minimum of 8.0 in speaking and listening modules and minimum of 7.0 in reading and writing modules</td>
</tr>
<tr>
<td>Master of Social Work (Qualifying)</td>
<td>IELTS – Overall band score of 7.5 or better with minimum of 7.0 in each band</td>
</tr>
</tbody>
</table>

**Sydney Business School**

<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Master of Business Administration</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Business Administration (Leadership and Enterprise)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Commerce (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Human Resource Management and Industrial Relations (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of International Business (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Logistics and Supply Chain Management (and embedded sequences)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Management, Master of Management (CEMS)</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Professional Accounting</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>All research degrees</td>
<td>IELTS – Overall band score of 7.0 or better, with a section minimum of 6.5</td>
</tr>
</tbody>
</table>

**Faculty of Engineering and Information Technologies**

<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Professional Engineering</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Program</td>
<td>IELTS Requirements</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Master of Professional Engineering (Accelerated)</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.5 in each band</td>
</tr>
<tr>
<td>Master of Complex Systems, Graduate Diploma in Complex Systems</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Master of Project and Program Management</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Graduate Certificate in Project and Program Management</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Master of Transport</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Graduate Certificate in Transport</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Graduate Diploma in Transport</td>
<td>IELTS – A minimum result of 7.0 overall and a minimum result of 6.0 in each band</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td></td>
</tr>
<tr>
<td>Master of Diagnostic Radiography</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 6.5 for Speaking and for Writing on each band</td>
</tr>
<tr>
<td>Master of Exercise Physiology</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7 in each of the components</td>
</tr>
<tr>
<td>Master of Physiotherapy</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7 in each of the components</td>
</tr>
<tr>
<td>Master of Speech Language Pathology</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td></td>
</tr>
<tr>
<td>All postgraduate (coursework and research) award course except for those below</td>
<td>IELTS – Overall band score of 7.0 with no band less than 6.5</td>
</tr>
<tr>
<td>Master of Music Studies (Composition)</td>
<td>IELTS – Overall band of 6.5 with no band less than 6.0</td>
</tr>
<tr>
<td>Master of Music Studies (Opera Performance), Graduate Diploma in Music (Opera Performance)</td>
<td>IELTS – Overall band score of 7.0 with no band less than 6.0</td>
</tr>
<tr>
<td>Graduate Diploma of Music (Performance)</td>
<td>IELTS – Overall band of 6.0</td>
</tr>
<tr>
<td>Master of Music Studies (Performance)</td>
<td></td>
</tr>
<tr>
<td>Sydney Law School</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>IELTS Requirements</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Juris Doctor</td>
<td>IELTS – Overall band score of 7.5 or better with a minimum of 7.0 in each band</td>
</tr>
<tr>
<td>All other postgraduate (coursework and research) award courses</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 6.0 in each of the components</td>
</tr>
<tr>
<td><strong>Faculty of Medicine and Health</strong></td>
<td></td>
</tr>
<tr>
<td>Doctor of Philosophy (Medicine and Health)</td>
<td>IELTS 7.0 with no band below 7.0</td>
</tr>
<tr>
<td>Master of Bioethics, Graduate Diploma in Bioethics, Graduate Certificate in Bioethics</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 6.5 in each of the components</td>
</tr>
<tr>
<td>Doctor of Clinical Dentistry, Graduate Diploma in Clinical Dentistry, Graduate Certificate in Clinical Dentistry</td>
<td>IELTS 7.0 with no band below 7.0</td>
</tr>
<tr>
<td>Doctor of Dental Medicine</td>
<td>IELTS 7.0 with no band below 7.0</td>
</tr>
<tr>
<td>Doctor of Medicine</td>
<td>IELTS – overall band score of 7.0 or better with a minimum of 7.0 in each band</td>
</tr>
<tr>
<td>Master of Clinical Trials Research, Graduate Diploma in Clinical Trials Research</td>
<td>IELTS – overall band score of 7.0 or better with a minimum of 7.0 in each band</td>
</tr>
<tr>
<td>Master of Medicine (stream), Master of Medicine (Advanced) (stream), Master of Science in Medicine (stream), Master of Science in Medicine (Advanced) (stream), Master of Philosophy, Master of Science in Medicine (stream)/Master of Philosophy, Graduate Diploma in Medicine (stream), Graduate Diploma in Science in Medicine (stream), Graduate Certificate in Medicine (stream), Graduate Certificate in Science in Medicine (stream). This applies only to the following streams: Critical Care Medicine, Clinical Neurophysiology, Child and Adolescent Health, General Practice and Primary Health Care, Internal Medicine, Metabolic Health, Paediatric Medicine, Psychiatry, Pharmaceutical and Medical Device Development, Sexual and Reproductive Health, Sleep Medicine and, Trauma informed Psychotherapy</td>
<td>IELTS – overall band score of 7.0 or better with a minimum of 6.5 in each band</td>
</tr>
<tr>
<td>Nursing and Midwifery - All postgraduate coursework and research) award courses</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components</td>
</tr>
<tr>
<td>Program</td>
<td>IELTS Requirement</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Pharmacy - All postgraduate award courses, with the exception of the Master of Philosophy and Doctor of Philosophy and Graduate Certificate in Evidence-Based Complementary Medicines</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.5</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td></td>
</tr>
<tr>
<td>Master of Clinical Psychology Master of Clinical Psychology/Doctor of Philosophy</td>
<td>IELTS – Overall band score of 7.0 with no band less than 7.0</td>
</tr>
<tr>
<td>Additional English language requirements apply under the current Australian Health Practitioners Regulation Agency (AHPRA) standards for registration. Where these are inconsistent with University of Sydney standards, the higher standard will apply.</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Coaching Psychology Graduate Diploma in Coaching Psychology Graduate Certificate in Coaching Psychology</td>
<td>IELTS – Overall band score of 7.5 as a minimum on each band with no band falling below a score of 6.0</td>
</tr>
<tr>
<td>Master of Environmental Science and Law</td>
<td>IELTS – Overall band score of 7.0 with no band less than 6.0</td>
</tr>
<tr>
<td>Master of Nutrition and Dietetics</td>
<td>IELTS – Overall band score of 7.5 or better, with at least 6.5 in each of the components</td>
</tr>
<tr>
<td>Doctor of Veterinary Medicine</td>
<td>IELTS – Overall band score of 7.0 or better with a minimum score of 7.0 in each of the components.</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Hugh O’Dwyer, Manager, Policy and Projects, DVC (Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Ainslie Bulmer, Executive Director, DVC (Education)</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report of the Dual and Joint Degrees Working Group</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide the report of the Dual and Joint Degrees Working Group to the Academic Standards and Policy Committee.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Standards and Policy Committee considers and endorses the recommendations of the Dual and Joint Degrees report (attachment 1).

EXECUTIVE SUMMARY

The Dual and Joint Degrees Working Group was established to develop and implement a strategic framework and governance structure for dual degree and joint PhD partnerships. The working group produced a report that contained ten recommendations pertaining to the nomenclature, approval process, partnership framework, delegations of authority, and co-badging arrangements of courses offered under an inter-institutional agreement. The Academic Standards and Policy Subcommittee is asked to endorse the recommendations of the report of the working group which are detailed in this paper.

CONTEXT

There has been an increase in the provision of dual degree arrangements across the sector, reflecting the evolving nature of international engagement amongst global universities. Dual degree and joint PhD programs provide an opportunity to increase the University’s engagement with other leading institutions and offer students a valuable mobility experience. In response to this trend, a working group was established to ensure that the University of Sydney’s engagement in this evolving landscape is strategic and robust. In keeping with that approach, the Working Group has developed a framework that will allow the University to assess new and existing dual degree partnerships, to identify and address institutional barriers, to improve the governance architecture, and to encourage the participation of students in our dual degree offerings. It is proposed that the University establishes a framework based on ‘collaboration tiers’ that will provide guidance on evaluating, prioritising and approving new university partnerships related to dual degrees (coursework) and joint PhDs. Under this model, tier one partners will be populated by Office of Global Engagement (OGE) priority partners, tier two will be based on aligning partnerships with University or faculty strategies with non-priority partner institutions, and tier three allow for bespoke and tactical arrangements with research degree partners.

The Working Group explored the array of dual degree models across the sector and considered the disparate array of terms used to describe similar dual/joint courses. To assist in differentiating the various modes of dual award arrangements, five types of dual courses are identified in the paper: (1) dual degree, (2) outbound pathway degree, (3) inbound pathway degree, (4) joint PhD, and (5) dual PhD (formerly Cotutelle). Coursework dual degree programs offer students the opportunity complete two degrees – one at their ‘home’ institution and another overseas (as distinct from a double degree program where both degrees are completed at the home institution). The two degrees are typically within the same discipline area and credit is applied across both degrees. Inbound and outbound credit-sharing arrangements that lead to two coursework degrees (one from Sydney and the other form the partner institution) were also reviewed by the Working Group. These situations do not comprise a new course per se, but a credit sharing arrangement between the two institutions. As these offerings result in two degrees for a Sydney student and involve a close relationship with the partner institution, these programs were considered within scope of the Working Group’s review and should be incorporated in policy reform in this space. A key difference between the dual degree and the pathways is that it is a distinct course with a CRICOS offered by the University in which study may commence at either institution, whereas the outbound or inbound pathway model has a one-way flow of students (the
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second degree is completed after finishing study at Sydney or the partner) and applies credit to an existing degree. A joint PhD involves the completion of a single degree and the award of one testamur, while a dual PhD (Cotutelle) results in the award of two testamurs.

To ensure consistency in nomenclature, avoid confusion when engaging with potential partners, and reflect the universal nature of our research and education collaboration, it is proposed that uniform ‘dual’ arrangements are established at a coursework and research degree level. This would result in all coursework (undergraduate and postgraduate) credit sharing programs that result in a separate degree from each university to be termed ‘dual degrees’ and joint candidature doctorates completed with a partner institution that result in the provision of one testamur renamed as ‘joint PhDs’. The shift from ‘Cotutelle’ to ‘joint PhD’ reflects a more global and contemporary approach to research degree collaboration. In situations where a joint PhD cannot be awarded, scope should be provided for establishing a ‘dual PhD’, whereby two separate testamurs are awarded. This would ensure consistency with dual degree arrangements at a coursework level whereby two separate degrees/testamurs are awarded. However, the term ‘joint PhD’ better reflects the nature of the degree offering, and as such, the single testamur ‘joint PhD’ should be the default model going forward.

The Working Group also recommended that the University should identify institutions that have significant overlapping areas of research and establish Principal Joint PhD Agreements with these partner Universities. These agreements would cover the overarching requirements of a joint PhD at an inter-institutional level, such as requirements pertaining to admission, intellectual property, and tuition fees, and examination process. This would streamline the research education agreement process for individual students as much of the agreement terms between universities would be in place, and only student-specific terms would need to be agreed. In the first instance, the University should seek to leverage off existing OGE priority partnerships in formalising Principal Agreements.

These priority partners will form the first of three tiers of University dual degree and joint PhD partnerships proposed by the Working Group. OGE’s priority partners have been chosen because they are top ranked universities that share our ambitions and have complementary strengths. Currently, the University has priority partnership agreements with 18 international institutions. When new priority partnerships are negotiated, or existing partnerships are renewed, the Working Group recommends that broad language is included within the priority partner memoranda of understanding to lay the groundwork for future discussions around dual degree arrangements.

The second tier are potential degree partners that do not meet the OGE criteria for ‘priority partners’, but have a strong research or educational relationship existing with the University. Tier two partners also represent identified partnership opportunities which the University will pursue in order to meet a specific strategic objective outside of ‘priority partnership’ activity. These partners will typically be at a faculty to faculty level, though opportunities for university-to-university collaboration with non-priority partner institutions should be supported where there is strong research or education collaboration and strategic alignment potential. The partnerships at this level will need to align with either faculty strategic plans, faculty internationalization plans, or University-wide strategic areas. The majority of dual degree offerings will occur in this tier, as will other global engagement initiatives, such as visiting researcher models, co-supervision arrangements, and exchange programs. The CCPC will be asked to oversee the strategic alignment potential of new dual degree courses and joint PhD agreements that occur under this tier.

The third tier will cover individual or smaller-scale research degree collaboration, such as co-supervision, exchange agreements, or joint PhD agreements not based on a strategic plan but can demonstrate a balanced and sustainable two-way flow of students. It is envisaged that the tier scheme will offer an opportunity for partner mobility, whereby extended research or co-supervision relationships between a Sydney faculty and an overseas faculty results in the formalisation of a formal dual degree or joint PhD agreement with the partner (and thus moves to the second collaboration tier). Moreover, the level of institutional support for new partnerships shall correspond to the tier (with tier one accorded the highest priority).

It is recommended that all new dual degree course proposals will be assessed via existing University committees. The strategic alignment and academic quality of courses will be reviewed by the relevant committees of the University Executive and Academic Board, with the Academic Board having final approval of the course proposal. As such, the development of new dual degree programs will reflect the processes in place to assess single course proposals. Under this model, an inter-institutional agreement and EOI form for
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the new dual degree are submitted to UE CCPC to review the strategic alignment potential of the degree and recommend to University Executive whether a full course proposal (with a business case) should be prepared. If the EOI and agreement are approved, a course proposal is developed while consultation continues with the institutional partner. Following the endorsement of the University Executive, the dual degree course proposal would be provided to the relevant Academic Board committees. For inbound and outbound pathway arrangements, the agreement would be provided to UE CCPC for endorsement. All new joint or dual PhD institutional agreements would also need UE oversight via CCPC, however the individual student agreement that sits under the principal agreement would not need to go to UE or Academic Board Committees.

The Working Group also conducted a review of the existing policy documents in this space, recommending that the Cotutelle Scheme Policy be rescinded and replaced with a new policy that better clarifies existing arrangements, fills policy gaps, and ensures strategic alignment of partnerships. The committee approval process for dual degree programs and dual degree agreements should also be formalised in policy. As such, it is recommended that a new ‘Dual Degree and Joint PhD Policy’ is developed to cover coursework and research degree arrangements with other Universities. If endorsed, a working group will be established to draft the new policy, with the intention of providing it to the 15 October ASPC meeting.

Additionally, it is recommended that the committee approval processes, strategic alignment, and academic quality assurance for both research and coursework dual degree proposals discussed in this paper are formalised in the policy. The University’s delegations of authority will also need to be updated to reflect the recommendations in this paper. The strategic decisions pertaining to research collaboration and student exchange will need to remain under direction of the Deputy Vice-Chancellor (Research) and Vice-Principal (External Relations) respectively. Indeed, the authority to sign agreements in these areas is already established under relevant delegations of authority, and as such, no change is required. Moreover, the decisions pertaining to the eligibility and criteria of priority partners remains with the Pro Vice-Chancellor (Global Engagement). However, the academic component of coursework and research dual degrees will need to be clarified. Currently, the University’s delegations of authority do not delineate responsibility for dual degrees. The Deputy-Vice Chancellor (Education) has delegated authority to approve credit recognition agreements with other educational institutions, and it is proposed that this is clarified further by specifying oversight for the academic content and credit sharing arrangements of dual degree and pathway agreements. Reference to ‘Cotutelle’ agreements will also need to be updated in the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016 to reflect the change to ‘joint PhD’ and ‘dual PhD’ terminology proposed in this paper.

ISSUES

Currently, the University offers Cotutelle arrangements whereby separate testamurs are issued upon successful completion of the research program. Under the revised nomenclature approach outlined in this paper, it is proposed that a delineation is made between a ‘joint PhD’ (one testamur, two crests/badges) and a ‘dual PhD’ (two separate testamurs, one awarded by each institution). The former would be the default option of the University, as unlike the dual degrees identified at a coursework level, the Cotutelle PhD is a single research degree and therefore should be reflected via the issuing of a single degree certificate.

Additional regulatory considerations will be required when establishing new joint PhD agreements with international partners. Where a joint award is to be offered by a registered Australian Higher Education Provider and an overseas entity that is not registered in Australia, TEQSA assesses ‘whether half or more of the course is provided overseas and will also have regard to the regulatory principles of risk, proportionality and necessity when determining whether or not regulatory action is necessary’. While there is no guidance that suggests a joint award with an international institution cannot be self-accredited by the University without TEQSA input, it is recommended that consultation with TEQSA occurs when developing such an award to ensure compliance with complex regulatory requirements. Moreover, under the AQF Issuance Policy, only organisations authorised by legislation to do so can issue an AQF qualification (2.2.1). Therefore, as the University partners with international organisations or non-registered higher education providers to offer the joint PhD, Sydney would be required to issue the qualification. This approach aligns with the University of Sydney (Testamur Seal) Rule 2011, which prevents the Sydney testamur seal from being affixed to testamurs issued by another institution. However, the rule does not prohibit other seals/crests from being affixed to the Sydney testamur, as evidenced by the previously offered Master of Molecular Imaging with the University of Queensland, which involved the provision of a single testamur with the both institutions’ crests.
CONSULTATION

The membership of the Working Group included:

- Ainslie Bulmer (Chair), Executive Director, Office of the Deputy Vice-Chancellor (Education);
- Prof. Richard Miles, Pro Vice-Chancellor, Education - Enterprise and Engagement;
- Prof. Ross Coleman, Director, Graduate Research;
- Kylie Colvin, Director, Strategic Planning, Vice-Principal (Strategy);
- Amanda Sayan, Director of Partnerships, Office of Global Engagement;
- Leonie Patrick, Director, Sydney Global Mobility, Global Student Recruitment & Mobility;
- Thommy Gatling, International Agreements Manager, Global Student Recruitment & Mobility;
- Dr Sean O'Reilly, Recruitment Manager (Postgraduate Research), Global Student Recruitment & Mobility;
- Hugh O'Dwyer, Manager, Policy and Projects, Office of the Deputy Vice-Chancellor (Education); and
- Julian Miller, Policy and Projects Officer, Office of the Deputy Vice-Chancellor (Education).

The Office of General Council were also consulted and provided advice regarding regulatory barriers to offering joint award degrees. The report will be provided to the following committees:

- University Executive (framing and decision meeting);
- University Executive Education Committee;
- Curriculum and Course Planning Committee;
- Undergraduate Studies Committee;
- Graduate Studies Committee; and
- Academic Board.

ATTACHMENTS

Attachment 1 – Report of the Dual and Joint Degrees Working Group
Dual and Joint Degrees Working Party

Draft Report – February 2019

Office of the Deputy Vice-Chancellor (Education)
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Dual Degrees and Joint PhDs

Executive Summary

There has been an increase in the provision of dual degree arrangements across the sector, reflecting the evolving nature of international engagement amongst global universities. Dual degree and joint PhD programs provide an opportunity to increase the University’s engagement with other leading institutions and offer students a valuable mobility experience. In response to this trend, a working group was established to ensure that the University of Sydney’s engagement in this evolving landscape is strategic and robust. In keeping with that approach, the Working Group has developed a framework that will allow the University to assess new and existing dual degree partnerships, to identify and address institutional barriers, to improve the governance architecture, and to encourage the participation of students in our dual degree offerings. It is proposed that the University establishes a framework based on ‘collaboration tiers’ that will provide guidance on evaluating, prioritising and approving new university partnerships related to dual degrees (coursework) and joint PhDs.

The Working Group also explored the array of dual degree models across the sector and considered the disparate array of terms used to describe similar dual/joint courses. To ensure consistency in nomenclature, avoid confusion when engaging with potential partners, and reflect the universal nature of our research and education collaboration, it is proposed that uniform ‘dual’ arrangements are established at a coursework and research degree level. This would result in all coursework (undergraduate and postgraduate) credit sharing programs that result in a separate degree from each university to be termed ‘dual degrees’ and joint candidature doctorates completed with a partner institution that result in the provision of one testamur renamed as ‘joint PhDs’. The shift from ‘Cotutelle’ to ‘joint PhD’ reflects a more global and contemporary approach to research degree collaboration. In situations where a joint PhD cannot be awarded, scope should be provided for establishing a ‘dual PhD’, whereby two separate testamurs are awarded. This would ensure consistency with dual degree arrangements at a coursework level whereby two separate degrees/testamurs are awarded. However, the term ‘joint PhD’ better reflects the nature of the degree offering, and as such, the single testamur ‘joint PhD’ should be the default model going forward.

Current Cotutelle arrangements lack strategic alignment at University or faculty level. To address this, the University should identify institutions that have significant overlapping areas of research and establish Principal Joint PhD Agreements with these partner Universities. Such agreements would cover the overarching requirements of a joint PhD at an inter-institutional level, such as requirements pertaining to admission, intellectual property, tuition fees, and examination process. This would streamline the research education agreement process for individual students as much of the agreement terms between universities would be in place, and only student-specific terms would need to be agreed. In the first instance, the University should seek to leverage off existing Office of Global Engagement (OGE) priority partnerships in formalising Principal Agreements.

These priority partners will form the first of three tiers of University dual degree and joint PhD partnerships proposed by the Working Group. The second tier are potential degree partners that do not meet the OGE criteria for ‘priority partners’, but have a strong research or educational relationship existing with the University. Tier 2 partners also represent identified partnership opportunities which the University will pursue in order to meet a specific strategic objective outside of ‘priority partnership’ activity. These partners will typically be at a faculty to faculty level, though opportunities for university-to-university collaboration with non-priority partner institutions should be supported where there is strong research or education collaboration and strategic alignment potential. The third tier will cover individual or smaller-scale research degree collaboration, such as co-supervision, exchange agreements, or joint PhD agreements not based on a strategic plan but can demonstrate a balanced and
sustainable two-way flow of students. It is envisaged that the tier scheme will offer an opportunity for partner mobility, whereby extended research or co-supervision relationships between a Sydney faculty and an overseas faculty results in the formalisation of a formal dual degree or joint PhD agreement with the partner (and thus moves to the second collaboration tier).

Inbound and outbound credit-sharing arrangements that lead to two coursework degrees (one from Sydney and the other form the partner institution) were also reviewed by the Working Group. These situations do not comprise a new course per se, but a credit sharing arrangement between the two institutions. As these offerings result in two degrees for a Sydney student and involve a close relationship with the partner institution, these programs were considered within scope of the Working Group’s review and should be incorporated in policy reform in this space. To assist in differentiating the various modes of dual award arrangements, five types of dual courses are identified in the paper: (1) dual degree, (2) outbound pathway degree, (3) inbound pathway degree, (4) joint PhD, and (5) dual PhD. A key difference between the dual degree and the pathways is that it is a distinct course with a CRICOS offered by the University in which study may commence at either institution, whereas the outbound or inbound pathway model has a one-way flow of students (the second degree is completed after finishing study at Sydney or the partner) and applies credit to an existing degree. The primary difference between the joint PhD and dual PhD is whether a single testamur or two separate testamurs are issued upon completion of the program.

The Working Group also conducted a review of the existing policy documents in this space, recommending that the Cotutelle Scheme Policy be rescinded and replaced with a new policy that better clarifies existing arrangements, fills policy gaps, and ensures strategic alignment of partnerships. The committee approval process for dual degree programs and dual degree agreements should also be formalised in policy. As such, it is recommended that a new ‘Dual Degree and Joint PhD Policy’ is developed to cover coursework and research degree arrangements with other Universities. Additionally, it is recommended that the committee approval processes, strategic alignment, and academic quality assurance for both research and coursework dual degree proposals discussed in this paper are formalised in the policy. The University’s delegations of authority will also need to be updated to reflect the recommendations in this paper. The strategic decisions pertaining to research collaboration and student exchange will need to remain under direction of the Deputy Vice-Chancellor (Research) and Vice-Principal (External Relations) respectively. Indeed, the authority to sign agreements in these areas is already established under relevant delegations of authority, and as such, no change is required. Moreover, the decisions pertaining to the eligibility and criteria of priority partners remains with the Pro Vice-Chancellor (Global Engagement). However, the academic component of coursework and research dual degrees will need to be clarified. Currently, the University’s delegations of authority do not delineate responsibility for dual degrees. The Deputy-Vice Chancellor (Education) has delegated authority to approve credit recognition agreements with other educational institutions, and it is proposed that this is clarified further by specifying oversight for the academic content and credit sharing arrangements of dual degree and pathway agreements. Reference to ‘Cotutelle’ agreements will also need to be updated in the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016 to reflect the change to ‘joint PhD’ and ‘dual PhD’ terminology proposed in this paper.
Recommendations

Recommendation 1
The University establishes a Joint PhD model to be used to engage with key overseas research partners. A Joint PhD allows the award of a single research co-badged degree and testamur to a successful candidate. For compliance reasons, the University of Sydney will issue all joint PhDs on behalf of USYD and the partner institution.

Recommendation 2
The term ‘Cotutelle’ is replaced with ‘dual PhD’ to better reflect the universal nature of our degree offerings and partnerships. Although the University’s preference will be for Joint PhDs (rather than Dual PhDs), the option for a ‘Dual PhDs’ should also be established in policy for exceptional circumstances as determined by the Vice-Chancellor or Deputy Vice-Chancellor (Education) (including for existing Cotutelle partners and for jurisdictions where Joint PhDs are not appropriate or available).

Recommendation 3
The University establishes a framework based on ‘collaboration tiers’ that will provide guidance on evaluating, prioritising, and approving new university partnerships related to coursework dual degrees, joint PhDs, and dual PhDs.

Recommendation 4
The University should pursue, where possible, university-wide Principal Joint or Dual PhD Agreements with current and potential priority partners to streamline the agreement process for joint and dual research degrees and deepen the University’s inter-institutional research collaboration with these partners.

Recommendation 5
All new Principal Joint and Dual PhD Agreements should be reviewed and endorsed by the University Executive Curriculum and Course Planning Committee to ensure the strategic alignment and sustainability of new joint and dual PhD partnerships.

Recommendation 6
All new coursework dual degrees are assessed through the usual course approval processes from expression of interest (EOI) to full course development through relevant University Executive and Academic Board Committees, with final approval by the University Senate.

Recommendation 7
An increase in the number of dual degrees would require appropriate resourcing to match growth in this area. As such, a Dual Degree Coordinator role should be introduced to support the development, coordination, and operation of the University’s dual degrees, joint PhDs, and inbound and outbound pathway arrangements.

Recommendation 8
The Cotutelle Scheme Policy is rescinded and replaced by a new Dual and Joint Degree Policy that covers both coursework and research degrees at all levels.

Recommendation 9
Amend the delegations of authority so as to establish the Deputy Vice-Chancellor (Education) as the delegated authority to sign dual Degree Agreements, Principal Joint PhD Agreements and International Pathway Agreements.

Recommendation 10
Amend the delegations of authority so as to establish the Director, Graduate Research as the delegated authority to sign Student Joint/Dual PhD Agreements.
Dual and Joint Degrees Working Group

Purpose

The Dual and Joint Degrees Working Group has been established to develop and implement a strategic framework for dual degree and Cotutelle/joint PhD arrangements with a focus on streamlining the principal agreements governing international mobility experiences for staff and students. The working group will work to resolve internal and inter-institutional barriers to creating dual degree programs with Sydney’s priority partners. Once in place, the framework will provide clarity around:

- how the University will engage with dual degrees at all levels;
- the criteria by which international partners are chosen and evaluated;
- how the dual degree programs align with the University’s international engagement strategy, including the Office of Global Engagement’s priority partners, and key faculty-level partner universities.
- the relevant approval mechanisms at the University;
- how dual degrees are formalized by way of international agreements and registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS);
- how dual degrees are operationalized and marketed to students; and
- governance of the University’s dual degrees programs.

Terms of Reference

- Investigate the capacity for joint PhD programs to contribute to the development of deep relationships with priority research institutions through joint research student supervision.
- Establish new university-wide policy to govern the University’s dual degree programs at all levels (with this new policy to supersede and replace the existing Cotutelle Scheme Policy).
- Formalise and introduce efficiencies to processes for creating and reviewing potential partnerships and introduce a mechanism for ensuring the quality and alignment potential of agreements and degree programs.
- Make recommendations around how a revitalised and expanded dual degree portfolio will be managed and funded by the University.

Membership

Table 1: Members of the Dual and Joint Degrees Working Group

<table>
<thead>
<tr>
<th>Position</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director, Office of the Deputy Vice-Chancellor (Education)</td>
<td>Ainslie Bulmer (Chair)</td>
</tr>
<tr>
<td>Pro Vice-Chancellor, Education - Enterprise and Engagement</td>
<td>Prof. Richard Miles</td>
</tr>
<tr>
<td>Director, Graduate Research</td>
<td>Prof. Ross Coleman</td>
</tr>
<tr>
<td>Director, Strategic Planning</td>
<td>Kylie Colvin</td>
</tr>
<tr>
<td>Director of Partnerships, Office of Global Engagement</td>
<td>Amanda Sayan</td>
</tr>
<tr>
<td>Director, Sydney Global Mobility, Global Student Recruitment &amp; Mobility</td>
<td>Leonie Patrick</td>
</tr>
<tr>
<td>International Agreements Manager, Global Student Recruitment &amp; Mobility</td>
<td>Thommy Gatling</td>
</tr>
<tr>
<td>Recruitment Manager (Postgraduate Research), Global Student Recruitment &amp; Mobility</td>
<td>Dr Sean O’Reilly</td>
</tr>
<tr>
<td>Senior Policy and Project Officer, Office of the Deputy Vice-Chancellor (Education)</td>
<td>Hugh O’Dwyer</td>
</tr>
<tr>
<td>Policy and Project Officer, Office of the Deputy Vice-Chancellor (Education)</td>
<td>Julian Miller (Executive Support)</td>
</tr>
</tbody>
</table>
Current Practice

Overview of dual courses at Sydney

Dual Degrees arrangements

Dual degree programs offer students the opportunity complete two degrees – one at their ‘home’ institution and another overseas (as distinct from a double degree program where both degrees are completed at the home institution). The two degrees are typically within the same discipline area and credit is applied across both degrees (again, distinct from double degrees). Across the University there are limited offerings of dual degree and dual pathway programs by various faculties.

The Faculty of Arts and Sciences (FASS) offers two dual degree programs with Sciences Po, whereby students complete either a Bachelor of Arts or Bachelor of Economics at Sydney and a Bachelor of Arts at Sciences Po by studying two years fulltime at each University. The faculty also recently entered into a partnership with Fudan University that provides students with the opportunity to earn a Master of Economics from Sydney and a Master of World Economy (Globalisation and Chinese Economy) from Fudan.

The University also has a number of partnerships between the Law School and Universities in China. For instance, there is a dual law degree pathway agreement between the Sydney Law School and Tsinghua University School of Law whereby students complete three years of undergraduate study at Tsinghua University and two years of graduate/Juris Doctor (JD) study at the University of Sydney. Upon completion of the program, students are awarded a Tsinghua Bachelor of Laws (LLB) and a Sydney JD. There are also partnership agreements between the School and the China University of Political Science and Law, Renmin University, and Zhejiang University, which operate as inbound pathway degrees. Additionally, the Law School provides an opportunity through its Peter Cameron Sydney Oxford Scholarship for students to complete a year of study at Oxford University where students graduate with Bachelor of Civil Law (BCL) from Oxford in addition to their LLB or JD from Sydney. While not strictly a dual degree program (as offered within Sydney courses and involving credit-sharing), University support is provided to a current or recently graduated student to complete an additional degree at a partner University. A similar scholarship arrangement is in place with Cambridge University, which (again) is not so much a dual degree but a pathways program for further study at a global partner.

Beyond the Law School and FASS offerings, there are limited dual degree arrangements with international partners at the University. A dual master’s program in Engineering/Project Management that involves a year of study at Sydney followed by a second year at Nanjing University is also available to eligible students. Further, an agreement between the Sydney Business School and Tsinghua University Graduate School, Shenzhen, to explore the implementation of a postgraduate dual degree program was announced in late 2016. The University’s policy and governance instruments make no reference to ‘dual degree’ programs, as such, their provision appears to be on an ad hoc basis and pursued by individual faculties. Going forward, greater definitional clarity will be required to ensure a clear differentiation between dual degrees (which require CRICOS registration) and dual pathway arrangements. See table 2 for further information about current offerings.
<table>
<thead>
<tr>
<th>Partner Institution</th>
<th>Sydney Faculty</th>
<th>Sydney Degree</th>
<th>Partner Degree</th>
<th>Structure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sciences Po</td>
<td>FASS</td>
<td>B Arts or B</td>
<td>B Arts</td>
<td>Students start at Sciences Po and then enrol at USYD</td>
<td>Current</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Political,</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Economic and</td>
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<tr>
<td></td>
<td></td>
<td>Social Sciences,</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>or B Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Fudan University</td>
<td>FASS</td>
<td>Master of</td>
<td>Master in World</td>
<td>Students start at USYD and then enrol at Fudan</td>
<td>Current</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economics</td>
<td>Economy (Globalisation and Chinese Economy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Note: this is only available to USYD students who are not Chinese nationals).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. George Washington University</td>
<td>FASS</td>
<td>Master of International Studies</td>
<td>Master of International Studies</td>
<td>Students start at USYD, then enrol at GWU.</td>
<td>Under renewal</td>
</tr>
<tr>
<td>4. University of Oxford</td>
<td>Law</td>
<td>LLB or JD</td>
<td>Bachelor of Civil Law or Masters in Law and Finance</td>
<td>Students start at USYD, then enrol at Oxford.</td>
<td>Current</td>
</tr>
<tr>
<td>5. National University of Singapore</td>
<td>Law</td>
<td>LLB or JD</td>
<td>LLM</td>
<td>Students start at USYD then enrol at NUS</td>
<td>Under Negotiation</td>
</tr>
<tr>
<td>6. Tsinghua University</td>
<td>Law</td>
<td>JD</td>
<td>LLB</td>
<td>Students start at Tsinghua, then enrol at USYD, then return to Tsinghua.</td>
<td>Current</td>
</tr>
<tr>
<td>7. China University of Political Science and Law</td>
<td>Law</td>
<td>LLM</td>
<td>LLM</td>
<td>Students start at CUPL, then enrol at USYD.</td>
<td>Current</td>
</tr>
<tr>
<td>8. Paris Bar School</td>
<td>Law</td>
<td>Graduate Diploma in Law</td>
<td>Professional accreditation program</td>
<td>Students start at PBS, then enrol at USYD.</td>
<td>Current</td>
</tr>
<tr>
<td>9. Renmin University of China</td>
<td>Law</td>
<td>JD</td>
<td>LLB</td>
<td>Students start at Renmin, then enrol at USYD, then return to Renmin</td>
<td>Current</td>
</tr>
<tr>
<td>10. Zhejiang University</td>
<td>Law</td>
<td>LLM</td>
<td>LLM</td>
<td>Students start at Zhejiang, then enrol at USYD.</td>
<td>Current</td>
</tr>
<tr>
<td>11. Bergen University</td>
<td>Law</td>
<td>LLM</td>
<td>LLM</td>
<td>Students start in Bergen and then</td>
<td>Under Negotiation</td>
</tr>
</tbody>
</table>
Across the HDR sector, there has been a renewed focus on increasing research partnerships with other universities, including greater provision of joint PhD programs where a student completes their research candidature at two universities. Unlike dual degrees which are offered at a faculty level, joint PhDs/Cotutelles are offered by the University. These joint PhDs are offered at numerous higher education providers in Australia and internationally (case studies of two particularly sound examples are be provided below). The University currently has fourteen Cotutelle arrangements with other universities. Given the research collaboration potential of these degrees, it is recommended that greater engagement with priority partners should be pursued in this space. The list of current Cotutelle agreements are listed in table 3.

The Cotutelle partnerships that are currently in place lack an overall strategic underpinning and have often been initiated following demand by individual students or supervisors. As a consequence, our existing partnerships are imbalanced (with typically more inbound than outbound mobility). The Working Group does not recommend termination of any existing partnerships. It is recommended however, that before any existing Cotutelle partnerships are renewed, that partnership be subject to evaluation in accordance with the framework established in this report.

Table 3: Principal Cotutelle Agreements

<table>
<thead>
<tr>
<th>Partner Institution</th>
<th>Status</th>
<th>Country</th>
<th>Year Established</th>
<th>Collaboration Type</th>
<th>University of Sydney Scope</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aix-Marseille University</td>
<td>Current</td>
<td>France</td>
<td>2011</td>
<td>University-wide</td>
<td>University-wide</td>
<td>Current</td>
</tr>
<tr>
<td>Ca’ Foscari University of Venice</td>
<td>Current</td>
<td>Italy</td>
<td>2014</td>
<td>University-wide</td>
<td>University-wide</td>
<td>Current</td>
</tr>
<tr>
<td>Federal University of Minas Gerais</td>
<td>Current</td>
<td>Brazil</td>
<td>2011</td>
<td>Faculty-specific</td>
<td>Health Sciences, Medicine (The University of Sydney Medical School)</td>
<td>Current</td>
</tr>
<tr>
<td>Hokkaido University</td>
<td>Current</td>
<td>Japan</td>
<td>2016</td>
<td>Faculty-specific</td>
<td>Agriculture and Environment</td>
<td>Current</td>
</tr>
<tr>
<td>Indian Institute of</td>
<td>Current</td>
<td>India</td>
<td>2014</td>
<td>University-wide</td>
<td>University-wide</td>
<td>Current</td>
</tr>
<tr>
<td>Technology Madras</td>
<td>Current</td>
<td>France</td>
<td>2008</td>
<td>Faculty-specific</td>
<td>Arts and Social Sciences</td>
<td>Current</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
<td>--------</td>
<td>------</td>
<td>------------------</td>
<td>--------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Lumiere University Lyon 2</td>
<td>Current</td>
<td>France</td>
<td>2013</td>
<td>Faculty-specific</td>
<td>Science</td>
<td>Current</td>
</tr>
<tr>
<td>Paris Observatory</td>
<td>Current</td>
<td>France</td>
<td>2011</td>
<td>Faculty-specific</td>
<td>Engineering and Information Technologies</td>
<td>Current</td>
</tr>
<tr>
<td>Tongji University</td>
<td>Current</td>
<td>China</td>
<td>2011</td>
<td>Faculty-specific</td>
<td>Engineering and Information Technologies</td>
<td>Current</td>
</tr>
<tr>
<td>University of Limoges</td>
<td>Current</td>
<td>France</td>
<td>2013</td>
<td>Faculty-specific</td>
<td>Science</td>
<td>Current</td>
</tr>
<tr>
<td>University of Orleans</td>
<td>Current</td>
<td>France</td>
<td>2006</td>
<td>University-wide</td>
<td>University-wide</td>
<td>Current</td>
</tr>
<tr>
<td>University of Genoa</td>
<td>Current</td>
<td>Italy</td>
<td>2014</td>
<td>University-wide</td>
<td>University-wide</td>
<td>Current</td>
</tr>
<tr>
<td>Tilburg University</td>
<td>Current</td>
<td>Netherlands</td>
<td>2014</td>
<td>Faculty-specific</td>
<td>Law (The University of Sydney Law School)</td>
<td>Current</td>
</tr>
<tr>
<td>University Paris Est</td>
<td>Current</td>
<td>France</td>
<td>2016</td>
<td>Faculty-specific</td>
<td>Engineering and Information Technologies</td>
<td>Current</td>
</tr>
<tr>
<td>Grenoble Alpes University</td>
<td>Current</td>
<td>France</td>
<td>2016</td>
<td>Faculty-specific</td>
<td>Engineering and Information Technologies</td>
<td>Current</td>
</tr>
</tbody>
</table>

**Case studies of joint or dual PhD arrangements at other universities**

The Working Group considered case studies of existing practice at other Australian universities, two such examples are provided below. It should be noted that the typical shared PhD arrangement across the sector is the dual PhD model, and institutions that offer a joint PhD program also have a dual PhD pathway. This allows for flexibility when negotiating research degree partnerships with strategically important international institutions as not all jurisdictions permit co-badging on testamurs.

**Case Study: dual research degrees with partner tiers (Macquarie University)**

Macquarie University provides three programs that involve the completion of one or more degrees with another institution: dual degrees, joint PhDs, and Cotutelle arrangements. The latter two arrangements pertain to HDR and will be considered further. Joint and Cotutelle PhD programs occur when a candidate is jointly enrolled at two universities and conducts research/works on their thesis at each university. The candidate is jointly supervised by staff at each institution and upon successful completion of the program they graduate from both universities with a Doctor of Philosophy. The programs are only offered for the PhD, not other research degrees, and are offered in partnership with an international University. Despite these similarities, there are differences between the two programs.

Firstly, Cotutelle partner universities are assessed according to their research credentials and collaborative relationship with Macquarie University. They are assigned to one of the three 'priorities':

...
− Priority 1 (Priority Cotutelle and joint PhD partners) are research-intensive universities with strong research collaboration relationships with Macquarie University. For prospective joint PhD applicants from these universities, a Cotutelle or joint Scholarship can be approved for award at any time for qualified applicants.

− Priority 2 (Preferred Cotutelle and joint PhD partners) are other preferred international partner institutions which have existing or are in the process of establishing a formal research collaboration relationship with Macquarie. Prospective joint PhD applicants from these universities are assessed competitively by a relevant HDR committee.

− Priority 3 (Prospective Cotutelle and joint PhD partners) do not have an existing relationship with Macquarie and require special approval by the DVC (Research), via Macquarie’s HDR Office based on the merit of the proposed research relationship.

This is contrasted with joint PhDs, which are not accorded a ‘priority’ status and may be entered into only if the partner University has been approved by Macquarie University Academic Senate to offer a joint PhD with Macquarie. Moreover, an ‘umbrella framework’ agreement that establishes the program must be signed by relevant authorities of both universities for joint PhDs.

From the student perspective, discrepancies between the two programs include the fee arrangements, whether the progress assessments and thesis submissions are made to both Universities or the designated lead institution, if a separate or single examination is conducted, and whether there are dual or single testamurs and graduation ceremonies for successful HDR candidates. For Cotutelle programs, the student is required to pay fees to the ‘home’ university, while fees are payable to both institutions for joint PhDs. Additionally, a single thesis is submitted for independent examination by both universities under Cotutelle arrangements, whereby each university’s examination process is fully complied with and an award decision is made by each university. If successful at each university, the candidate can attend each universities’ graduation ceremony and receive two testamurs which include a comment line stating that the degree is awarded under a Cotutelle agreement. Whereas joint PhDs involve a single submission and examination of a thesis, however the examination process is agreed by both universities (which may be either one of the university’s own processes or a merged process containing elements of both). If successful, the candidate graduates and is able to attend a graduation ceremony at only one university. The testamur carries the crests and is signed by relevant authorities of both universities.

Table 4: summary of similarities and differences between Cotutelle and Joint PhDs at Macquarie University

<table>
<thead>
<tr>
<th>Cotutelle</th>
<th>Joint PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint enrolment at Macquarie and an overseas university.</td>
<td>Joint enrolment at Macquarie and an overseas university.</td>
</tr>
<tr>
<td>The student spends approximately half their time at each university, with a minimum of 12 months on each campus.</td>
<td>The student spends approximately half their time at each university, with a minimum of 12 months on each campus.</td>
</tr>
<tr>
<td>Both universities appoint at least one of its staff as the supervisor and these supervisors jointly guide the student’s research program. The supervisors are encouraged to maintain contact with each other.</td>
<td>Both universities appoint at least one of its staff as the supervisor and these supervisors jointly guide the student’s research program. The supervisors are encouraged to maintain contact with each other.</td>
</tr>
<tr>
<td>Priority institutional partner levels – but open to all universities subject to approval.</td>
<td>Institutional partners require approval of Macquarie’s Academic Senate.</td>
</tr>
<tr>
<td>Institutional MOU not compulsory.</td>
<td>Institutional MOU/agreement required.</td>
</tr>
<tr>
<td>Fees are payable to the ‘home’ institution.</td>
<td>Fees are payable to both universities (note some overseas universities only charge fees for the period of residence).</td>
</tr>
<tr>
<td>Separate progress assessments.</td>
<td>One university is designated as the lead.</td>
</tr>
<tr>
<td>Separate examination.</td>
<td>Joint examination.</td>
</tr>
</tbody>
</table>
Two testamurs.  One joint testamur.
Two graduation ceremonies.  One graduation ceremony.

**Case Study: Joint Award and Dual Award PhDs (Australian National University)**

Similar to the bipartite structure used at Macquarie University, ANU also separates its HDR partnership courses into two main degree types (‘joint award’ and ‘dual award’ PhDs), under which there are further tiers based on the nature of the institutional agreement between the higher education partners. At ANU, a joint award PhD is awarded by two collaborating institutions recognised by a single testamur, while a dual award results in the provision of two testamurs from each institution that recognise the dual nature of the degree.

ANU has a dedicated policy for joint and dual award PhDs that establishes the types of joint or dual degrees that can be offered, candidature requirements, and approval processes. The policy states that either an ‘institutional’ or ‘individual’/Cotutelle program can be undertaken by prospective candidates. An institutional joint or dual award PhD refers to a program ‘agreed at an institution-to-institution level, for an agreed period, for a cohort of students.’ Institutional joint or dual PhDs are typically covered by an overarching agreement for research cooperation between the institutions, signed by the Vice-Chancellor (or delegate). Where no general agreement on research cooperation is in force, the agreement to establish an institutional PhD program will be pursued further. Under the policy, ANU may establish an institutional PhD agreement with another university without a candidate being identified in advance. This ensures a streamlined approach to offering joint PhDs is in place as candidates can undertake a program in which the liaison and formal agreement between two universities has already occurred.

Conversely, an individual dual award (including Cotutelle PhDs) refer to a one-off, non-continuing program arranged for a single individual without an institutional-level agreement. Note that ‘individual’ program only refers to dual PhDs, not joint awards. This approach allows for flexibility in situations where a candidate wishes to undertake an ANU dual PhD or Cotutelle at a specific international university. In addition to the policy, ANU has a procedures document that outlines the process for establishing and approving joint or dual PhDs at the University. The comprehensive nature of its policy architecture in this area reflects the importance of these offerings as unique research experiences for HDR candidates and conduits for greater collaboration with global higher education partners.
Future Model

Definitions

A wide array of terms are used across the sector to describe various inter-institutional degree partnership arrangements, including ‘dual degrees’, ‘joint degrees’, ‘Cotutelles’, and ‘joint PhDs’. The Working Group proposed a simplification and alignment of the language used to describe these various arrangements. Under this approach, the terminology for coursework and research degree programs offered in partnership with another institution will be termed ‘dual degrees’, ‘joint PhDs’, and ‘dual PhDs’. The nomenclature change from ‘Cotutelle’ to ‘dual PhD’ and introduction of a ‘joint PhD’ would ensure consistency across all degree types and assist in marketing and recruitment. The Working Group considered ‘joint PhD’ and ‘dual PhD’ to be more universal terms than ‘Cotutelle’, which would better support communication with potential international partners that Sydney offers shared degree programs across each cohort level. The proposed definitions are provided below.

Dual Degree: means a combination of two coursework degree programs, one offered at the University and the other at a partner institution, that are structured to enable students to count a specified number of credit points towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately. Students can only be awarded each degree if they have satisfied the requirements of each institution.

Outbound pathway agreement: means a credit matching agreement between the University and another institution, whereby a student commences study at the University of Sydney and completes the second degree at the partner institution, resulting in the conferral of two degrees faster than if each degree had been completed consecutively and without transfer of credit.

Inbound pathway agreement: means a credit matching agreement between the University and another institution, whereby a student commences study at the partner institution and completes the second degree at the University, resulting in the conferral of two degrees faster than if each degree had been completed consecutively and without transfer of credit.

Joint PhD: means a degree program that: (a) consists of shared candidature in the Doctor of Philosophy at the University and a partner institution; (b) allows for a candidate to receive a single testamur with badges from the University and the partner institution issued by the University of Sydney; and (c) involves one examination process specified in the agreement between the University and the partner.

Dual PhD: means a degree program that: (a) consists of shared candidature in the Doctor of Philosophy at the University and a partner institution; (b) allows for a candidate to receive a doctorate from the University and the partner institution, with each testamur acknowledging the circumstances under which the award was made; and (c) involves one examination process specified in the agreement between the University and the partner.

Principal Joint or Dual PhD Agreement: means an agreement between the University and another institution to offer joint or dual PhD programs, which covers requirements pertaining to admission, intellectual property, tuition fees, and examination.

Student Joint or Dual PhD Agreement: means an agreement between the student and representatives from both universities offering the joint or dual PhD program, which covers terms relevant to the individual student candidature.

These definitions would be included in a new Dual Degree and Joint PhD Policy and updated in existing policies as required. Clause 1.4(1) of the HDR Rule includes a definition of a Cotutelle agreement as ‘an agreement between the University and another university or institution that: (a) permits joint candidature in the Doctor of Philosophy; and (b) allows a
candidate to receive a doctorate from the University and from the other university or institution, each testamur acknowledging the circumstances under which the award was made’. As rules take precedence over policy, the ‘Cotutelle agreement’ definition in the HDR Rule will need to be replaced to reflect the new ‘joint PhD’ terminology. As the University has an existing suite of course codes for Cotutelle PhD programs, the CRICOS, marketing, and recruitment implications would need to be factored into this nomenclature change. Additionally, the existing Principal Cotutelle Agreements would need to be updated to ‘Principal Dual PhD Agreements’ at the time of agreement renewal.

Table 5: Dual Degree Agreement Types

<table>
<thead>
<tr>
<th>Type</th>
<th>Agreement type</th>
<th>Key Features of the Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dual Degree Agreement</td>
<td>– Students can start studies at Sydney or at the partner, depending on the agreement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Typically, separate application and eligibility requirements for Sydney degree and partner institution degree (however, institutions may want to agree upon consistent admissions requirements).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Successful students receive two degrees, one from USYD and one from the partner institution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Students can only be awarded each degree if they have satisfied the requirements at each institution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Dual degree to be CRICOS registered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Credit matching allows participating students to receive the two degrees faster than if each degree had been completed consecutively.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Student pays tuition to institution they are enrolled in any given semester.</td>
</tr>
<tr>
<td>2.</td>
<td>Outbound Pathway Agreement</td>
<td>– Students always start studies at Sydney and then move to the partner institution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Separate application and eligibility requirements for Sydney degree and partner institution degree.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Successful students receive two degrees, one from Sydney and one from the partner institution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Credit matching allows participating students to receive the two degrees faster than if each degree had been completed consecutively.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Student pays tuition to institution they are enrolled in any given semester.</td>
</tr>
<tr>
<td>3.</td>
<td>Inbound Pathway Agreement</td>
<td>– Students always start studies at partner institution and then move to Sydney.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Separate application and eligibility requirements for Sydney degree and partner institution degree.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Successful students receive two degrees, one from Sydney and one from the partner institution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Credit matching allows participating students to receive the two degrees faster than if each degree had been completed consecutively without credit or advanced standing. Agreement contains a credit matching table (preferred) and/or statement about how much credit is available in USYD degree.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Student pays tuition to institution they are enrolled in during any given semester.</td>
</tr>
<tr>
<td>4.</td>
<td>Principal Joint/Dual PhD Agreement</td>
<td>– Establishes institutional framework for Joint/Dual PhD.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Establishes the principal that each participating student will need to be the subject of an individual Student Joint/Dual PhD Agreement.</td>
</tr>
</tbody>
</table>
Students can start studies at Sydney or at the partner.
- Student applies separately to each institution.
- Establishes the tuition fee structure to be applied to the joint/dual PhD arrangement.
- Identifies the funding mechanism or body for scholarship or tuition where appropriate.
- Either the examination and thesis requirements of USYD or the partner university will apply (but not both).
- There must be a balanced flow of inbound / outbound students under the Principal Joint/Dual PhD Agreement over its term.

Note: Inbound Pathway Agreements (Type 3 above) differ from Credit Recognition Agreements (CRA) only on the basis that the former expressly states what USYD credit can be credited back to the partner institution so as to allow the conferral of the specified partner institution degree. CRAs only address the conferral of a specified USYD degree(s). Additionally, none of the dual degree or PhD agreements in table 3 allow the conferral of a jointly-badged degree.

### Collaboration Tiers

The Working Group recommends that the University establishes a framework based on ‘collaboration tiers’ that will provide guidance on evaluating, prioritising, and approving new university partnerships related to dual degrees of all types (coursework and PhD). The level of institutional support for new partnerships shall correspond to the tier (with Tier 1 accorded the highest priority, followed by tier 2, and then tier 3). Under this model, Tier 1 partners will be populated by OGE’s priority partners, Tier 2 will be based on aligning partnerships with University or faculty strategies with non-priority partner institutions, and Tier 3 allow for bespoke and tactical arrangements with research degree partners (though resourcing will not be dedicated towards these rare partnership types).

<table>
<thead>
<tr>
<th>Tier</th>
<th>Type</th>
<th>Criteria</th>
<th>Coursework</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Priority Partner (university-wide only).</td>
<td>Comprehensive universities with complementary</td>
<td>Dual degrees with Priority Partner</td>
<td>Joint PhDs (or Dual PhDs). Principal Agreement could be</td>
</tr>
<tr>
<td>Tier</td>
<td>Priority partners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Strategic partners (primarily faculty based).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Focused partners (faculty, school, or individual researcher level).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tier 1 - Priority partners**

Tier 1 will be populated by OGE's priority partners. OGE's priority partners have been chosen because they are top ranked universities that share our ambitions and have complementary strengths. Currently, there are 18 priority partners universities that Sydney has agreements with. The Working Group recommends that discussions be held with OGE's existing priority partners to discuss the possibility of establishing new dual degree arrangements in the coming years.

It is also anticipated that the depth of our relationship with priority partnerships will provide the best platform for a sustainable two-way flow of PhD students (and this will address the issue currently experienced with imbalanced Cotutelle partnerships). The Working Group also considers that engaging our priority partners in coursework dual degree arrangements would constitute a useful step in growing these relationships (and ensuring that our collaboration extends beyond joint research).

As and when new priority partnerships are negotiated, or existing partnerships are renewed, the Working Group recommends that the Pro Vice-Chancellor (Global Engagement) seeks to include broad language within the priority partner memoranda of understanding that lays the groundwork for future discussions around dual degree arrangements.

The Working Group noted that not all shared degree agreements need to be concluded with priority partners, and opportunities for important joint or dual PhD partnerships or discipline-
specific dual degrees should be available as necessary. A diverse array of sustainable dual degree offerings is a positive development that the University should encourage. However, all new dual degree proposals (including those negotiated at a faculty level) should be provided to the delegated University committee(s) for review and approval. Two additional tiers comprised of non-priority partner institutions were identified by the Working Group and outlined below.

**Tier 2 – Strategic Partners**

Tier 2 partners apply to both research and coursework degrees. These institutions are potential degree partners that do not meet the OGE criteria for ‘priority partners’ (i.e. comprehensive existing collaboration, including joint publications and exchange agreements), but have a strong research or educational relationship existing with the University. These relationships will often be at a faculty to faculty level, rather than the university-wide basis of the Tier 1 institutions. The partnerships at this level will need to align with either faculty strategic plans, faculty internationalization plans, or University-wide strategic areas. The majority of dual degree offerings will occur in this tier, as will other global engagement initiatives, such as visiting researcher models, co-supervision arrangements, and exchange programs. The CCPC will be asked to oversee the strategic alignment potential of new dual degree courses and joint PhD agreements that occur under this tier.

**Tier 3 - Non-strategic faculty or school level collaboration**

Tier 3 partners involve a smaller scale institution-to-institution partnership that pertain to research degrees only. Principal Joint or Dual PhD Agreements not aligned with a strategic plan would be permitted within this tier, but only if a genuine two-way flow of students can be assured. This tier provides an opportunity for emerging global partners to demonstrate the potential for wider collaboration that aligns with faculty or the University’s strategic direction, and move to a Tier 2 partner. It also allows for flexibility as not all partnerships will strictly fit the first two tiers, however the resourcing dedicated to securing dual degree agreements will be dedicated to the first two tiers. Given the non-priority partner status and lack of strategic alignment for the Tier 3 Joint or Dual PhD Agreements, a stringent criteria should be established for assessing whether these agreements should be approved by the CCPC. Additionally, evidence of student exchange and bilateral movement should be provided if such arrangements are to be renewed.

Regardless of priority partner status, a key principle for dual degree arrangements going forward is that there should be balanced research or credit-sharing arrangements for both institutions. For instance, Sydney entered into an agreement with Shanghai Jiao Tong University to enable Sydney researchers to engage with a biomedical engineering research program at Shanghai Jiao Tong, which led to a supplementary joint supervision agreement that only proceeded once both institutions could demonstrate that there would be two-way movement of students in a genuine exchange partnership. As such, if there is evidence of an existing and successful relationship involving movement of students in both directions at the institutional level, then Sydney should look toward establishing a joint PhD scheme with that partner.

**Strategic Alignment**

**University Strategic Plan 2016-2020**

There are a number of strategic initiatives that are supported by increasing the University’s inter-institutional collaboration in research and education via dual degree agreements. In particular, the third strategy in the Plan is to ‘develop partnerships that enable our research to make a difference, locally and globally’, with the fifth initiative to ‘develop a focused approach to global engagement’. Ensuring a coordinated approach to developing collaborative degree programs and concluding agreements with new partners would support this deliverable.
China Strategy

Degree partnerships with existing and potential university partners in China could support the University’s strategic aims regarding international collaboration in this space. The fourth initiative of the University’s China Strategy is to ‘establish priority partnerships with select Chinese universities’. Encouraging dual degree and PhD partnerships supports the aims of the priority partnerships model proposed in the strategy, in particular promoting deeper and more diverse research collaborations, recruiting the best and brightest postgraduate students from China, and fostering the mobility of Australian students by offering them study destinations in China.

India Strategy

The strengthening of Sydney’s research environment under the Strategic Plan is delivering research projects that attract international HDR students. Within this context, OGE has advised that they are keen to develop either joint PhDs (award of a degree evidenced by two separate testamurs from each university) or joint degrees (single degree with two badges) as part of strategy to recruit talented students from India. There would need to be significant discussion with stakeholders across appropriate PSUs (e.g. GSRM) to ascertain the viability of this initiative and alignment with established student recruitment strategies.

Faculty strategies

Faculty strategies should also be taken into consideration when joint PhDs are agreed with non-priority partner institutions at a faculty level. Faculties will often need to inform a prospective partner that the agreement will need to accord with their strategic cycle and the timelines for creating an agreement (typically at least two years). Moreover, if faculties seek joint PhD agreements with non-priority institutions, they should also consider broader engagement with these universities through undergraduate programs. As such, extensive discussion between PSUs (e.g. GSRM) and Faculty leadership about strategic importance of the degree should occur before pursuing an agreement with a Tier 2 partner at the faculty level. If there is faculty enthusiasm to engage in dual degrees (or cross-credit arrangements) with non-priority partner institutions, this should be written into the local strategic plan and be aligned with the University’s strategic framework. This would mean that locally, faculties may determine who their best partners are, but they must also ensure that there is alignment with their strategic priorities.

Visiting researcher programs

While out of scope for the development of a dual degree program, an area of priority for the Strategy Office is the establishment of short-term visiting researcher programs with an emphasis on incoming and outgoing mobility between partners. In particular, potential visiting researcher schemes with two-way mobility could benefit from strategic oversight and financial support from Chinese partner institutions.

At present, there is no institutional level oversight of visiting researcher programs and they are varied and ad-hoc. Current programs include:

- the University of Sydney (USYD) and the China Scholarship Council (CSC) Postgraduate Research Visiting Scholarship offered to Chinese scholars for up to 2 years;
- the USYD-CSC Visiting Scholars Scholarship (12 months) for Chinese academics with significant publications and experience;
- the USYD-CSC Visiting Scholars Scholarship for Postdoctoral Fellows (24 months) for early career researchers who have obtained a PhD degree recently;
- the University of Sydney Visiting Researcher Program (1 Year or 2 Years) for inbound international students complete a research period of one or two years under the
supervision of a University of Sydney academic staff member on a non-award basis (note, these programs are used primarily to onboard the CSC researchers); and
- faculty specific arrangements organised mainly on a student/supervisor basis (sometimes without faculty oversight).

There are issues with the USYD-CSC Visiting researcher schemes in that they are administered by Study Abroad and Scholarships on a makeshift basis with no dedicated staff and no scope for upscaling. Further, academic review of the schemes is inconsistent and relies on ownership and knowledge in faculties. As such, resourcing and governance processes would need to be reviewed and improved if there is a desire to develop a centralised scheme based on these models. Similarly, student/supervisor arrangements for visiting scholars can also run the risk of placing students in research teams without greater transparency and/or review at the faculty level.

The model of national schemes which require a MOU, such as the now defunct Brazilian student mobility program, ‘Science Without Borders’, could set a precedent for a formalised short-term visiting researcher schemes, though these schemes have come at high cost to the institution in the past, in terms of supervision and lack of tuition fees.

The Strategy Office’s preferred option would be strategic oversight at faculty level for visiting research schemes, written into their strategic plans and based on consultation with supervisors, Associate Deans, and Deans to establish the rationale for pursuing visiting researcher programs in terms of: long-term engagement, multiple student participation in priority areas, an agreement with the partner that they will fund the faculty for the scheme for a nominated number of years, and an agreement with the partner that they are prepared to take a specified number of students from Sydney for a period of 6 to 24 months.

Any developed proposals for this model by the Strategy Office or faculties would be subject to the CCPC approval process and further noting by the University Executive Research Committee.

Establishing new dual degree and joint or dual PhD agreements

Dual Degrees (Type 1)

All new dual degree course proposals will be assessed via existing University committees. The strategic alignment and academic quality of courses will be reviewed by the relevant committees of the University Executive and Academic Board, with the Academic Board having final approval of the course proposal. As such, the development of new dual degree programs will reflect the processes in place to assess single course proposals.

Under this model, an inter-institutional agreement and expression of interest (EOI) form for the new dual degree are submitted to University Executive Curriculum and Course Planning Committee (CCPC) to review the strategic alignment potential of the degree and recommend to University Executive whether a full course proposal (with a business case) should be prepared. If the EOI and agreement are approved, a course proposal is developed while consultation continues with the institutional partner.

This proposal and business case is submitted to CCPC who provide full consideration of the strategic alignment and resourcing implications (including marketing and communications, recruitment, admissions, and systems implications) of the new degree program. The CCPC would then make a recommendation to the University Executive as to whether the proposal should be forwarded to the Academic Board (via the Undergraduate Studies Committee or Graduate Studies Committee as appropriate). This reporting line is consistent with the committee’s current remit per item 8 of its terms of reference: ‘[the CCPC will] assess the strategic fit, business case and appropriateness of all new degree proposals and make
recommendations to University Executive as to whether these proposals should be sent to the Academic Board for approval'.

Following the endorsement of the University Executive, the dual degree course proposal would be provided to the Undergraduate Studies Committee for undergraduate dual degree proposals or the Graduate Studies Committee for postgraduate (coursework) degree proposals. These committees will be responsible for assessing the academic quality of the proposal and making a recommendation to the Academic Board. Again, this oversight is established in both committees' existing remit per terms of reference 2 and 2.1 respectively. If the course is approved by the Academic Board it is then submitted to Senate for final approval. All new courses, including a dual degree course, require Academic Board and Senate approval for CRICOS registration in order to be offered by the University.

In addition to reviewing and making recommendations to the University Executive and Academic Board regarding new dual degree proposals, amendments to existing dual degree courses will be provided to CCPC and the relevant Academic Board committee for review. The standard course management template provided to committees for regular degrees will be used for dual degree amendments.

Inbound and Outbound Pathway Agreements (Type 2 and Type 3)

Agreements for one-way credit sharing arrangements, while not a new course as per the Type 1 full dual degree, will still require University oversight for quality assurance and sustainability purposes. Under this process, the faculty identifies desired partner institution and partner institution degree(s) and prepares a 'Proposal to Negotiate' that outlines the details of the proposed arrangement, including underlying strategy, resource requirements, and benefits to the University. This proposal will need to include a credit matching table(s) between Sydney and partner institution degree(s). The faculty agreement sponsor will also be required to obtain approval of the relevant Dean for proposal. As an additional quality assurance step, the proposals are submitted to the International Agreements Manager for review and feedback. Once the proposal to negotiate is signed, it is recorded on Records Online so that the outcomes of the agreement can be evaluated against the stated objectives and desired outcomes outlined in the Proposal.

International Agreements Manager to prepare a draft pathway agreement with the agreement sponsor. The draft agreement, including any amendments made by the partner institution, will be reviewed by the Office of General Counsel. The pathway agreement is then provided to the CCPC for endorsement to ensure the strategic alignment potential of the agreement. After this, the Deputy-Vice Chancellor (Education) signs the pathway agreement. New CRICOS registration is not required for degrees achieved via a pathway agreement (as the courses already exist).

Principal Joint/Dual PhD Agreements (Type 4)

The Cotutelle partnerships that are currently in place lack an overall strategic underpinning and have often been initiated following demand by individual students or supervisors. As a consequence, our existing partnerships are imbalanced (with typically more inbound than outbound mobility). The Working Group does not recommend termination of any existing partnerships. However, it is recommended that before any existing Cotutelle partnerships are renewed, that partnership be subject to evaluation in accordance with the framework established in this report. The University should also identify institutions that have significant overlapping areas of research and establish a Principal Joint/Dual PhD Agreement with the partner University. As referenced above, this would mean that the overarching agreement is already in place, and only student-specific terms would need to be agreed for each case, thus streamlining the process and ensuring an ongoing collaboration with the partner university. Indeed, a foundation of these Principal Agreements is that there would need be a sustainable and balanced two-way flow of students over at least a five year period.
Alternatively, if a two-way flow of students is not deemed practical or achievable, the Principal Joint/Dual PhD Agreement must attest to an alternative and measurable strategic imperative for either the University or the Faculty (e.g. growth or diversification of international PhD cohort).

Throughout the negotiation process, the parties will need to confirm what will be awarded to successful students (e.g. a jointly awarded degree with two separate testamurs) and establish a clear pathway for students to participate in the program. Ideally, the Principal Joint/Dual PhD Agreement would also address reciprocity requirements, intellectual property, indemnity/liability, tuition charges, a single examination, separate enrolments for each institution, and confirming that students will be subject to admissions requirements of each University. Additionally, copies of rules, policies and procedures that will apply to Sydney students being jointly supervised by the Joint/Dual PhD partner and/or submitting a PhD for examination by the partner will need to be obtained. The Agreement should also provide clarity on joint supervisory arrangements and processes for registration of partner academics as auxiliaries on the Sydney Supervisor Register and vice versa as required.

Once this information is collated, it would need to be provided to CCPC with the proposed agreement, who would consider strategic alignment and resourcing implications of the agreement and provide a recommendation to the University Executive. If the agreement is approved by the University Executive, it is then provided to the Deputy-Vice Chancellor (Education) to be signed on behalf of the University. The individual student agreement that sits under the principal agreement would not need to go to University Executive or Academic Board Committees. However, if either the principal or student agreement requires examination at the partner institution, then the Higher Degree by Research Subcommittee of the Academic Quality Committee should review the examination component of the agreement as part of the approval process and be notified when the examination commences and is completed. The individual student joint/dual PhD agreement is also provided to the student and Director Graduate Research.

**Delegations of Authority**

Following the committee review process, the proposed inter-institutional agreement will need to be signed by a delegated authority on behalf of the University. There are two components to this, the strategic decisions regarding the institutional partnerships concluded by the University, and the academic element pertaining to credit and dual research education candidature. The strategic decisions pertaining to research partnerships, student placements, and priority partners will remain with the Deputy Vice-Chancellor (Research), Vice-Principal (External Relations), and Pro Vice-Chancellor (Global Engagement) respectively. Additionally, delegations pertaining to international agreements for research and student exchange are already established under relevant delegations of authority, and as such, no change is required. While the delegations for research and external relations strategy are formalised in existing University rules, the authority for signing educational agreements in the dual degrees space will need further clarification. Currently, the Deputy Vice-Chancellor (Education) has delegation for credit recognition agreements in 6.1.2 of the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016. Moreover, 13.5.1 and 13.5.2 of the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016 specify that the appointed delegate for signing institutional Cotutelle agreements and individual student Cotutelle agreements is the Deputy Vice-Chancellor (Education). However, dual degrees are not mentioned. For consistency purposes, it is proposed that the appointed delegate for signing dual degree, Principal Joint/Dual PhD, and pathway agreements is the Deputy Vice-Chancellor (Education), and the relevant Delegations of Authority Rule is amended accordingly. While many pathway dual degrees will be negotiated and concluded on a faculty to faculty level, the Deputy Vice-Chancellor would need to approve the credit sharing arrangement and sign the pathway agreement. The reference to institutional and individual Cotutelle agreements will also need to be updated to reflect the nomenclature change recommended in this paper (‘principal Joint/Dual PhD agreement’ and ‘Student Joint/Dual PhD agreement’). For
student Joint / Dual PhD agreements, the Director Graduate Research would have delegated authority for signing the agreement on behalf of the University. Additionally, the Pro Vice-Chancellor (Global Engagement) is best placed to make high-level, inter-institutional decisions for establishing the research exchange parameters of Principal Joint/Dual PhD Agreements, and this should be reflected in policy.

**Student Admission**

Following the inter-institutional negotiations, committee review process, and final signature on the relevant agreement by the delegated authority, the dual degree or joint PhD is promoted to prospective students at each institution. GSRM and Marcomms will work with faculty on promoting the collaboration arrangements as new dual degrees and joint PhDs could be utilised as effective recruitment tools for top quality students.

For dual coursework degrees, eligible students will need to apply via the normal application process for the Sydney degree. The order of study (i.e. which university first) and credit requirements will vary based on each dual degree arrangement. The student will also need to meet the admission requirements of the partner institution. Typically, dual degree programs consist of two separately priced tuition fee components.

To participate in a Joint/Dual PhD program, prospective candidates need to be the subject of a proposal that outlines the key details of the arrangement (including identifying a supervisor at each institution), and confirms faculty support (by way of signature by the relevant Dean or Associate Dean Research Education). A Student PhD Agreement will then be prepared and signed by the student and appropriate representatives from each institution (for Sydney, this would be the Director Graduate Research). The Student PhD Agreement formalizes the arrangement for the individual student’s candidature, including coursework requirements and tuition arrangements. The Student PhD Agreement does not need to be provided to either University Executive or Academic Board Committees for approval. Once the Student Joint/Dual Agreement has been finalised, the student will need to submit a PhD application via Sydney Student (there are established PhD degree codes) and the equivalent enrolment process at the partner institution (Note that the student will typically need to meet the admissions requirements of both Universities). If the student meets the admissions and eligibility requirements for a joint/dual PhD, the student will receive an unconditional offer from Sydney (and a separate offer from the partner institution).

**Immediate Support Requirements**

The Working Group considers that the implementation of the processes outlined in this paper and the scaling up of our dual degree and joint PhD offerings with international institutions cannot occur without additional resourcing and coordination dedicated to this area. At first instance, a dedicated dual degree coordinator role will need to be created (see proposed position description below). The work carried out by this role necessitates close collaboration with an array of University areas, including OGE, GSRM, faculty teams, DVC (Education) Portfolio, CCPC, HDRESC, Admissions and the DVC (Research) Portfolio. The Working Group proposes that the incumbent report to the International Agreements Manager in GSRM and provides ongoing feedback and advice to the various portfolios to ensure alignment and oversight. Depending on the success of the scaling up of USYD’s dual degree programs, the Working Group shall monitor workflow and will be responsible for recommendations around additional resourcing requirements should the need arise.
### Table 7: Dual Degree Coordinator – Level HEO7

<table>
<thead>
<tr>
<th>Key Accountabilities</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide advice and a level of decision making regarding the development, coordination, and operation of the University’s dual degrees, and inbound and outbound pathway arrangements, in conjunction with relevant University experts.</td>
<td>Daily</td>
</tr>
<tr>
<td>2. Provide advice and a level of decision making regarding the development, negotiation and maintenance of the University’s dual degrees agreements, and inbound and outbound pathway agreements, in conjunction with relevant University experts.</td>
<td>Daily</td>
</tr>
<tr>
<td>3. Work with Faculty to develop EOIs and full course proposals for new dual degrees, for consideration by CCPC and other relevant committees.</td>
<td>Daily</td>
</tr>
<tr>
<td>4. Work with Office of General Counsel to review proposed amendments by partner universities to USYD template documents, and to review partner university templates to ensure alignment with USYD requirements.</td>
<td>Daily</td>
</tr>
<tr>
<td>5. Coordinate approvals process through University committees and Academic Boards (as relevant) for dual degree and pathway arrangements.</td>
<td>Daily</td>
</tr>
<tr>
<td>6. Work with Faculty and relevant University experts to ensure dual degrees receive CRICOS registration.</td>
<td>Daily</td>
</tr>
<tr>
<td>7. Coordinate approvals process for new dual PhD students (including approval of student agreements), and ensure communication between key stakeholders, including Admissions, HDRSC, HDRAC, PhD supervisors, and participating students.</td>
<td>Daily</td>
</tr>
<tr>
<td>8. Work with key stakeholders to ensure that dual PhD arrangements are reciprocally balanced and compliant with obligations under <em>Higher Education Support Act (2003)</em>.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>9. Independently relate and interpret existing university policy, and a level of understanding of the university departments and faculties/schools critical issues and priorities to incorporate in draft agreements for review by the Office of General Counsel.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>10. Foster key relationships with international and external stakeholders, and seek to ensure continuous business improvement.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>11. Other duties as appropriate to this classification.</td>
<td>As required</td>
</tr>
</tbody>
</table>
## Process Maps

**Figure 1: Proposed process for establishing Dual Degrees (Type 1)**

<table>
<thead>
<tr>
<th>STEP</th>
<th>DETAILS</th>
</tr>
</thead>
</table>
| 1. Identify partner and negotiate agreement | - Faculty identifies desired partner institution and partner institution degree(s).  
- Faculty begins liaising with potential partner institution.  
- International Agreements Manager / Dual Degree Coordinator (new role) prepares a draft agreement using USYD template (note: the preference is to use the Sydney template documents as the base document for any proposed agreement, however, if circumstances require, a partner’s preferred document may be used as long as Sydney can make any appropriate amendments to bring it in line with our legal or procedural requirements).  
- The draft agreement will be shared with the partner institution for its review and comment. Any proposed amendments will be considered, with appropriate input from the Office of General Counsel.  
- As part of the negotiations, the institutions will need to agree upon how proposed Dual Degree arrangement will be managed/operationalised (e.g. what is application process and timeline? How are students to be identified in SydneyStudent? How will the program be marketed?). |
| 2. EOI committee process | - The faculty prepares an EOI for the CCPC with support from Dual Degree Coordinator (new role).  
- Faculty sends EOI with draft agreement (for assessing strategic alignment potential) to CCPC.  
- If supported, the committee recommends the EOI to the University Executive for endorsement after which the faculty can continue development of the full and detailed course proposal.  
- The Undergraduate Studies Committee or Graduate Studies Committee receives the EOI and draft agreement and endorses partnership. |
| 3. Agreement signed | - Deputy Vice-Chancellor (Education) approves inter-institutional credit sharing arrangement.  
- Vice-Chancellor or Deputy-Vice Chancellor (Education) signs the Dual Degree Agreement with partner University. |
| 4. Final approval committee process | - Full course proposal and business case provided to CCPC for review and endorsement.  
- CCPC provides course proposal and business case to the University Executive.  
- University Executive reviews and recommends the approval of the course to the Academic Board (via relevant committee).  
- Undergraduate Studies Committee or Graduate Studies Committee recommends to the Academic Board that a new course is introduced.  
- Academic Board recommends to Senate that the new dual degree is approved.  
- Senate approves new course.  
- Dual Degree to be registered on CRICOS. |
| 5. Promote to students | - Once a dual degree is in place, the arrangement can be promoted to current and prospective students at each institution.  
- GSRM and Marcomms to advise on promotion of the new Dual Degree. |
### Figure 2: Proposed process for establishing new Inbound and Outbound Dual Degree Pathway Agreements (Type 2 and Type 3)

<table>
<thead>
<tr>
<th>STEP</th>
<th>DETAILS</th>
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</table>
| 1. Complete a Proposal | - Faculty or School identifies desired partner institution and partner institution degree(s).  
- An “Agreement Sponsor” at the Faculty or School prepares a “Proposal to Negotiate” which sets out the details of the proposed arrangement, including underlying strategy, resource requirements, benefits to university. This should also include market analysis to detail projected student demand and the potential cohort.  
- Proposal to include credit matching table(s) between Sydney and partner institution degree(s).  
- Agreement Sponsor to obtain approval of Dean for Proposal.  
- Signed Proposals are submitted to the International Agreements Manager / Dual Degree Coordinator (new role) for review and feedback.  
- DVC (Education) portfolio approves the proposed arrangement at the Proposal stage.  
- As a quality assurance step, signed Proposals are recorded on Records Online so that prior to any renewal of an agreement, the outcomes of the agreement can be evaluated against the stated objectives and desired outcomes outlined in the Proposal. |
| 2. Negotiate agreement | - International Agreements Manager / Dual Degree Coordinator (new role) to prepare a draft agreement for review by the agreement sponsor. (Note: The preference is to use USYD template documents as the base document for any proposed agreement. However, if circumstances require, a partner’s preferred document may be used as long as USYD can make any appropriate amendments to bring it in line with our legal or procedural requirements).  
- The draft agreement will be shared with the partner for its review and comment.  
- Any proposed amendments to agreement by institutional partner will be considered with input from the Office of General Counsel.  
- As part of the negotiations, the institutions need to agree upon how proposed Dual Degree arrangement will be managed and operationalised (e.g. what is application process and timeline? How are students to be identified in SydneyStudent? How will the program be marketed?). |
| 3. Arrange formal approvals | - Pathway Agreement proposal is provided to CCPC for endorsement.  
- Deputy-Vice Chancellor (Education) approves credit-sharing arrangements per existing delegations of authority and signs pathway agreement. |
| 4. Promote to students | - Once a dual degree is in place, the arrangement can be promoted to current and prospective students at each institution.  
- GSRM and Marcomms to advise on promoting Dual Degree arrangement. |
**Figure 3: Proposed process for establishing Joint and Dual PhDs (Type 4)**

<table>
<thead>
<tr>
<th>STEP</th>
<th>DETAILS</th>
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</table>
| 1. Identify desired Joint PhD partner institutions | - USYD to identify desired partners with whom there is significant overlapping areas of research.  
- Dual PhDs need to be able to support a sustainable and balanced two-way flow of students over (at least) a 5 to 10 year period.  
- Alternatively, where this is impractical, the Joint/Dual PhD must align with an alternative strategic imperative (e.g. diversification of the international PhD cohort) (note: tuition cannot be waived at USYD unless inbound matches outbound mobility).  
- From 2019, the priority will be to seek to establish Joint/Dual PhDs linked with OGE’s ‘priority partners’ in Tier 1. |
| 2. Negotiate Joint PhD partnership | - Engage with partner institution to negotiate the overall framework of the Dual PhD, which will be formalised in what USYD will call a Principal Dual PhD Agreement (alternatively, USYD can seek to include framework of Dual PhD into the MOUs / Collaboration Agreements entered into with OGE’s priority partners).  
- As far as possible, Joint PhD Partnerships should be entered into on a university-wide basis.  
- As part of the negotiations:  
  - The parties need to confirm what will be awarded to successful students (e.g. for joint PhDs a co-badged testamur issued by the University of Sydney; for dual PhDs, a jointly awarded degree with two separate testamurs).  
  - The parties should work on establishing a simple and clear pathway for students to participate in the program. Any required student paperwork should be simple and scalable.  
  - USYD should obtain and review copies of rules / procedures that will apply to USYD students being jointly supervised by the partner and / or submitting a PhD for examination by the partner.  
  - USYD’s preference is that (as far as possible) the Principal Dual PhD Agreement addresses:  
    - the reciprocity requirement  
    - Intellectual property  
    - The tuition fee structure  
    - The principle that a student will only be examined once  
    - The principle that students need to separately enrol at both institutions, and will be subject to admissions requirements of each  
    - ESOS language  
    - Indemnity / liability language |
| 3. Arrange formal approvals | - Principal Dual PhD Agreement and partner’s examination rules procedures submitted to Higher Degree by Research Examinations Sub-Committee for consideration and approval.  
- Principal Dual PhD Agreement submitted to CCPC for consideration of strategic alignment and resourcing implications, and for a recommendation to be made to the University Executive.  
- University Executive to endorse the agreement for signature by the Deputy Vice-Chancellor (Education).  
- Deputy Vice-Chancellor (Education) to sign the agreement. |
| 4. Promote to students | - Once a Principal Joint/Dual PhD Agreement is in place, the partnership can be promoted to students / potential students at each institution.  
- For compliance with the Higher Education Support Act 2003 (Cth) and if it is the intention to ‘waive’ fees at Sydney, there needs to be a balanced reciprocity of inbound and outbound students with a partner institution over the term of the Agreement. Otherwise, tuition fees must be charged. |
Facilitate student participation

To participate in the Joint or Dual PhD Program, students need to submit a PhD application via Sydney Student (there are established PhD degree codes).

Prior to being able to receive an Unconditional Offer, each student, and appropriate representatives from each institution will need to have signed a document called a ‘Student Dual PhD Agreement’ (currently called a ‘Student Cotutelle Agreement’), that addresses issues relevant to the individual student’s candidature. The document confirms: (1) student name, (2) supervisors, (3) key dates, (4) research area, (5) which institution receives tuition fees (and which one waives tuition fees) (6) language of thesis, (7) Which institution conduct the examination.

Director, Graduate Research signs the Student Dual PhD Agreement on behalf of the USYD.

---

**Figure 4: Proposed process for establishing Student PhD Agreements**

<table>
<thead>
<tr>
<th>STEP</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check that Principal Dual PhD Agreement exists</td>
<td>- Is there a Principal Dual PhD Agreement in place that covers the proposed student's study area?</td>
</tr>
</tbody>
</table>
| 2. Confirm support for student | - Is it proposed that USYD will waive fees for the student? (If so, USYD will need to ensure that there isn’t an existing inbound imbalance).  
- Supervisor completes a proposal for the student, confirming desire to supervise, research area.  
- Proposal signed by Dean (or Associate Dean Research Education). |
| 3. Negotiate Dual PhD partnership | - Draft Student PhD Agreement is prepared by Dual Degree Coordinator (new role).  
- Dual Degree Coordinator (new role) engages with partner institution to negotiate the Student PhD Agreement |
| 4. Arrange formal approvals | - Student PhD Agreement signed by student, and delegated authority at University of Sydney (Director Graduate Research) and partner university. |
| 5. Facilitate student participation | - Dual Degree Coordinator (new role) provides signed Student PhD Agreement to Admissions.  
- Student to apply to both universities for entry into Dual PhD program.  
Once the Student PhD Agreement has been signed, and the student has satisfied all admissions requirements, USYD can issue an unconditional offer. |
New Dual Degree and Joint PhD Policy

To support the shift to a consistent ‘dual’ and ‘joint’ messaging for coursework and research degrees respectively, it is proposed that a new Dual Degree Policy is introduced which covers all courses offered in partnership with another institution. To achieve this, the Cotutelle Scheme Policy would need to be rescinded and replaced with a new policy that better clarifies existing arrangements, fills policy gaps, ensures strategic alignment of partnerships, and reflects the dual degree committee and approval process outlined above.

Existing Arrangements

The Cotutelle Scheme Policy was established in 1999 in response to an initiative of the French Government to establish and develop partnerships between French and other research institutions. The policy’s application has since broadened beyond its original inspiration, with half of the University’s existing Cotutelle arrangements with non-French universities. Upon reviewing the arrangements currently established in the policy it becomes apparent that there are a variety of issues that need to be addressed, with the current format of the policy not sufficient to cover a potential broadening of provisions surrounding joint PhDs or to cover non-research dual degrees.

Firstly, the Cotutelle Scheme Policy is not established in the current format of University policies. This is not merely an aesthetic issue, but results in the omission of key policy information and inclusion of gratuitous contextual clauses. For instance, the policy does not contain a definitions section, and as such, is without a clear definition of what a Cotutelle is beyond a context clause which states that ‘[i]n February 1998, Senate approved amendments to the PhD resolutions providing for the establishment of cotutelle agreements whereby, if the necessary conditions for joint candidature had been met, a candidate for the degree of Doctor of Philosophy could also receive a doctorate from another University in respect of that candidature, each testamur acknowledging the circumstances under which the award was made.’ Aside from the HDR Rule 2011 determining that resolutions cannot be created for the PhD (clause 1.4(1)), meeting ‘the necessary conditions for joint candidature’ is not clearly delineated in the policy. The only clause that gives guidance for completing the unique candidature arrangements of a Cotutelle is 2.3.4, which states that a thesis should be written ‘in either English or the language of instruction at the other participating institution, with an abstract provided in the other language’. Moreover, the document has to be read in full to determine what the definition of a ‘Cotutelle’ is, and even then it becomes rather opaque given the various background clauses (such as references to the role of the French Government in establishing these degrees in clause 1.2).

The policy also contains references to documents that no longer exist, such as the Guidelines for Inter-Institutional Agreements 1997. Whereas relevant policies, such as the Educational Services Agreements Policy 2017, are not linked to the Cotutelle Scheme Policy. From an operational perspective this is problematic as OGE research agreements that include international education provisions are provided to the DVC (Education) portfolio to assess the alignment potential in accordance with the principles of the Educational Services Agreement Policy 2017, however this policy does not contain clauses pertaining to Cotutelle agreements. This is further compounded by the Cotutelle Scheme Policy not providing direction for the relevant assessors on the educational, research, or strategic alignment of potential agreements.

The Cotutelle Scheme Policy is limited in its current scope, applying only to Cotutelle arrangements, without reference to any other potential form of inter-institutional research degree arrangements, partnership levels, or dual coursework degrees. Indeed, this policy is the only existing University policy that focuses on dual and joint degrees, although there are disparate references to various degree arrangements and Cotutelles throughout the University’s policy and procedural documents. Given the format and intent of the policy to only cover Cotutelle agreements, inserting new provisions into the existing policy is not a feasible
policy option, with a new policy required if all degree partnership types are to be covered in a single and easily identifiable document. For a policy rewrite to be conducted, agreement on the type and strategic alignment of these degrees would need to be achieved, with relevant scaffolding in place that delineates the types of degree and partnerships available.

**New Policy – Dual Degree and Joint PhD Policy**

The Working Group recommends that the Cotutelle Scheme Policy is rescinded and replaced with a Dual Degree and Joint PhD Policy that incorporates the relevant provisions regarding joint PhDs and formalises new clauses pertaining to undergraduate and graduate coursework dual degrees. As such, this policy would cover not only research-based joint degrees, but also dual coursework degrees offered in partnership with another university. This will provide a clear and up-to-date policy framework for the University’s dual degree programs.

Outside of the preliminary and universally-applicable sections, the Dual Degree and Joint PhD Policy would be separated into two main parts (Part x: Coursework, Part y: Research). The new policy will cover the approval processes for dual degrees and Principal Joint/Dual PhD Agreements, strategic alignment, academic quality, and the types of and limits on educational/research agreements with University partners. The policy would also reflect the definitions provided earlier in this paper.

It is proposed that the administrator of the new policy is the Chair of the Academic Board. This provides continuity given the Chair is the delegated authority over the Cotutelle Scheme Policy, while reflecting the University-wide nature of the dual degree and joint PhD arrangements. As such, the new policy will encourage such arrangements to be concluded at an institution-to-institution level, rather than between faculties.

Additionally, the policy would ensure dual degree agreements are not entered into or removed unless: the relevant delegate established in the Delegations of Authority (Administrative Functions) Rule has approved the agreement; the delegate considers whether the partnership aligns with the University’s global engagement strategy; the agreement is consistent with the University’s obligations under the Higher Education Standards Framework; and the agreement complies with the terms of other relevant University policies and procedures, including the Educational Services Agreements Policy and Intellectual Property Policy.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Glenys Eddy, Committee Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Melissa Hardie, Chair, Undergraduate Studies Committee</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report of the Undergraduate Studies Committee</td>
</tr>
<tr>
<td>Purpose</td>
<td>This report summarises for the Academic Board the business of the meeting of the Undergraduate Studies Committee held on 25 June 2019.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Board note the report from the meeting of the Undergraduate Studies Committee held on 25 June 2019, and:

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

**ITEMS FOR DECISION**

8.1 Engineering: Bachelor of Advanced Computing (Honours)
8.2 Engineering: Bachelor of Engineering (Honours)
8.3 Law: Bachelor of Laws
8.4 Medicine and Health: Undergraduate Award Courses
8.5 Science: Bachelor of Science and Bachelor of Advanced Studies Table A amendments
ITEMS FOR NOTING

The Undergraduate Studies Committee also:

- Noted a report from the Chair
- noted a report of the Academic Board for its meeting held on 4 June 2019
- noted a report of the Board of Interdisciplinary Studies for its meeting held on 29 May 2019
- approved a proposal to undertake an exploration of the University's admission requirements for Honours
- discussed and provided feedback on the draft Academic Board Standing Orders
- discussed and provided feedback on a presentation concerning the Work of the Academic Board: Emerging Risk.

Agenda papers are available from the Undergraduate Studies Committee website, at http://sydney.edu.au/secretariat/academic-board-committees/undergraduate-studies-committee.shtml

Associate Professor Melissa Hardie
Chair, Undergraduate Studies Committee
RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Engineering to amend the Bachelor of Advanced Computing;
and
(2) approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

It is proposed to amend the degree resolutions of the Bachelor of Advanced Computing in order to change the requirements for the award of Honours.

At the 7 May meeting of USC the School of Computer Science proposed to create a distinct research path for Honours by requiring students to undertake research training (including the completion of research projects and a research methods unit) in order to be eligible for Honours.

This proposal makes further modifications to the rules regarding Honours. Students will be required to achieve a specified WAM to be eligible to undertake the Honours units of study. The calculation of the class of Honours will be based on 48 cp of 3000 and higher level units including the research units of study. The HWAM ranges have been modified in line with this change in accordance with the Coursework Policy Part 19 Section 96.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Bachelor of Advanced Computing (Honours)
Minor Course Amendment Proposal

Faculty: Faculty of Engineering and Information Technologies
Contact person: Dr Josiah Poon
Honours Coordinator

1. Name of award course
Bachelor of Advanced Computing (Honours)

2. Purpose of proposal
To amend the Course Resolutions of the Bachelor of Advanced Computing (Honours).

We wish to limit the award of Honours in BAdvComp to students who have completed research training, comparable to those gaining honours in BSc and other degrees. BAdvComp (Honours) is currently awarded based on a candidate’s EIHWAM. This does not differentiate students who have completed their research training (including the completion of research projects and a research methods unit) from those who did not.

In order to distinguish research path (Honours) from non-research path, amend the course resolutions of Bachelor of Advanced Computing (Honours) and the unit of study table to clarify the requirements of the award of Honours.

3. Details of amendment
Appendix 1: Bachelor of Advanced Computing (Honours) Course Resolutions
Appendix 2: Bachelor of Advanced Computing (Honours) handbook table

4. Transitional arrangements
These resolutions apply to students who commenced their candidature after 1 January 2020.

5. Other relevant information

6. Signature of Dean

[Signature]
2/6/19
Bachelor of Advanced Computing and combined degrees

Bachelor of Advanced Computing and combined degrees
Bachelor of Computing
Bachelor of Advanced Computing
Bachelor of Advanced Computing and Bachelor of Science
Bachelor of Advanced Computing and Bachelor of Commerce

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), 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>BPCOMPUT-01</td>
<td>Bachelor of Computing</td>
</tr>
<tr>
<td>BPADVCM-01</td>
<td>Bachelor of Advanced Computing</td>
</tr>
<tr>
<td>BPACMSCI-01</td>
<td>Bachelor of Advanced Computing / Bachelor of Science</td>
</tr>
<tr>
<td>BPACMCOM-01</td>
<td>Bachelor of Advanced Computing / Bachelor of Commerce</td>
</tr>
</tbody>
</table>

2. Attendance Pattern
The attendance pattern for these courses is full time or part time according to candidate choice. Part-time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full-time students. Visa requirements commonly restrict international students to full time study only. The Faculty strongly recommends full-time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3. Streams
(1) The Bachelor of Computing is not available in streams.
(2) The Bachelor of Advanced Computing is available in the Dalyell stream.
(3) Completion of a stream is not a requirement of the Bachelor of Advanced Computing. The requirements for the Dalyell stream are set out in Table S of the Shared Pool for Undergraduate Degrees. Candidates wishing to transfer into or out of the Dalyell stream should contact the Student Centre.
(4) The Bachelor of Science, as part of the Bachelor of Advanced Computing / Bachelor of Science combined degree, is available in the following streams:
   (a) Health
   (b) Medical Science
   (c) Dalyell
   Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell Stream, in Table S of the Shared Pool for Undergraduate Degrees. Candidates wishing to transfer between the Bachelor of Science streams should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.
(5) The Bachelor of Commerce, as part of the Bachelor of Advanced Computing / Bachelor of Commerce combined degree, is available in the following streams:
   (a) Dalyell
   Completion of a stream is not a requirement of the Bachelor of Commerce. The requirements for the completion of the Dalyell Stream are set out in Table S the Shared Pool for Undergraduate Degrees. Candidates wishing to transfer into or out of the Dalyell Stream should contact the Student Centre.

4. Cross-Faculty Management
(1) Candidates will be under the general supervision of the Faculty of Engineering and Information Technologies for the duration of the degree or combined degree.
(2) The Deans of the Faculty of Engineering and Information Technology and the Faculty responsible for the second degree shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5. Admission to Candidature
(1) Admission to the Bachelor of Advanced Computing, the Bachelor of Advanced Computing and Bachelor of Science and the Bachelor of Advanced Computing and Bachelor of Commerce is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission requirements are found in the Coursework Rule and the Coursework Policy.
(2) Commencing candidates may not be admitted to candidature in the Bachelor of Computing. With the permission of the Faculty, candidates in the Bachelor of Advanced Computing may transfer into the Bachelor of Computing as specified in Clause 13 below.
Bachelor of Advanced Computing and combined degrees

(3) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or equivalent standard.

6. Requirements for Award

(1) The units of study that may be taken for the Bachelor of Computing, the Bachelor of Advanced Computing/Bachelor of Commerce and the Bachelor of Advanced Computing/Bachelor of Science are:

(a) Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) Table A for the Bachelor of Commerce;
(c) Table A for the Bachelor of Science;
(d) Table S from the Shared Pool for Undergraduate Degrees;
(e) Table O from the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table S and Table O mean Table S and Table O as specified here.

(2) To qualify for the award of the Bachelor of Computing, a candidate must complete 144 credit points, comprising:

(a) 78 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) An Information Technology Major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
(c) Optionally, up to 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(d) Optionally a minor (36 credit points) from Table S or Table A;
(e) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(f) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, as defined in section 7 below;
(g) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing.

(3) To qualify for the award of the Bachelor of Advanced Computing, a candidate must complete 192 credit points, comprising:

(a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) An Information Technology Major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
(c) At least 12 credit points of 4000-level or higher IT electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(d) Optionally up to 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(e) Optionally, minor (36 credit points) or second major (48 credit points) from Table S or Table A;
(f) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing or Table S.

(4) To qualify for the award of the Bachelor of Advanced Computing / Bachelor of Science a candidate must complete 240 credit points comprising:

(a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) An Information Technology Major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
(c) At least 12 credit points of 4000-level or higher IT electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(d) Degree core: 12 credit points of mathematics degree core units of study as set out in Table A for the Bachelor of Science (students may count the units from their major(s) or minor(s) to fulfill this requirement) and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfill this requirement); and
(e) A Science Major (48 credit points) or a 3-year program with an embedded major from Table A for the Bachelor of Science, and which is different from the major completed to satisfy requirements specified clause 6 (4)(b) above (note: candidates taking Computational Data Science to fulfill requirements specified in clauses 6 (4) (b) may not take Data Science to fulfill requirements for the second major specified in this clause);
(f) If enrolled in a stream, requirements for the stream as specified in Table A for the Bachelor of Science or Table S;
(g) 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(h) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table S from the Shared Pool for Undergraduate Degrees;
(i) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table A for the Bachelor of Commerce, and Table S.

(5) To qualify for the award of the Bachelor of Advanced Computing / Bachelor of Commerce a candidate must complete 240 credit points comprising:

(a) 96 credit points of core units as specified in Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(b) An Information Technology Major (48 credit points) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing and as defined in section 7 below;
(c) At least 12 credit points of 4000-level or higher IT electives from Table A for the Bachelor of Computing/Bachelor of Advanced Computing;
(d) 24 credit points of core units of study as set out in Table A for the Bachelor of Commerce;
(e) A Commerce Major (48 credit points) from Table A for the Bachelor of Commerce;
(f) 12 credit points of units of study in the Open Learning Environment as specified in Table O;
(g) Where appropriate, additional elective units as required from Table A for the Bachelor of Computing/Bachelor of Advanced Computing, Table A for the Bachelor of Commerce, and Table S.

7. Majors, Minors and Programs

(1) Bachelor of Computing and Bachelor of Advanced Computing

(a) Completion of at least one major (the Information Technology Major) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing is a requirement for the Bachelor of Computing and Bachelor of Advanced Computing. The majors available as Information Technology Majors are:

(i) Computer Science
(ii) Software Development
(iii) Information Systems
(iv) Computational Data Science

(b) Completion of a minor (the common pool minor) as listed and specified in Table S is optional in the Bachelor of Computing. Completion of a minor or major (the common pool minor or major) as listed and specified in Table S is optional in the Bachelor of Advanced Computing. The available minors and majors and requirements are as specified in Table S. Students taking an Information Technology Major or Computational Data Science may not take a minor or major in Data Science from Table S.

(2) Bachelor of Advanced Computing / Bachelor of Science

(a) Completion of a major (the Information Technology Major) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing is a requirement for the Bachelor of Advanced Computing/Bachelor of Science. The majors available as Information Technology Majors are as specified in clause 7 (1)(a) for the Bachelor of Advanced Computing.

(b) Completion of a major (the Science Major) or a program which contains a major (the Science Program) from Table A for the Bachelor of Science is a requirement for the Bachelor of Advanced Computing/Bachelor of Science. The Science Major must not be the same
Bachelor of Advanced Computing and combined degrees

as the Information Technology Major completed to satisfy requirements specified in clause 7 (2)(a) above. Students taking an Information Technology Major in Computational Data Science may not take a Table A major for the Bachelor of Science or Table S Major in Data Science. The majors and programs available and requirements for completing the majors and programs are as specified in Table A for the Bachelor of Science.

(3) **Bachelor of Advanced Computing / Bachelor of Commerce**

(a) Completion of a major (the Information Technology Major) from Table A for the Bachelor of Computing/Bachelor of Advanced Computing is a requirement for the Bachelor of Advanced Computing/ Bachelor of Commerce. The majors available are as specified in clause 7 (1) (a) for the Bachelor of Advanced Computing.

(b) Completion of a major (the Commerce Major) from Table A for the Bachelor of Commerce is a requirement. The majors available and requirements for completing the major are as specified in Table A for the Bachelor of Commerce.

8. **Progression Rules**

(1) **Progression within a major, program or minor:** Except with the permission of the relevant program, major or minor coordinator, candidates must have passed, or be concurrently enrolled in, all units of study at a given level before enrolling in any units at a higher level.

(2) **Progression within the Bachelor of Advanced Computing combined degrees:** Candidates must adhere to any progression rules for the Bachelor of Advanced Computing or Bachelor of Commerce as relevant.

(3) **Progression within the Medical Science Stream:** Students in this stream will be required to meet the progression requirements for the stream.

(4) **Progression with the Dalyell Stream:**

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell stream may attempt advanced units at higher levels than the usual sequence through a program, major or minor.

(b) Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell stream. Candidates who do not maintain an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell stream.

9. **Requirements for the Honours degree**

(1) **Bachelor of Computing:** Honours is not available in the Bachelor of Computing.

(2) **Bachelor of Advanced Computing (as either a single degree or as part of a combined degree):** Honours is awarded in the Bachelor of Advanced Computing to meritorious candidates who meet the level of performance specified in clause 10.

(a) Admittance to the Honours program requires a WAM of at least 68 in the major and an overall WAM of at least 65 calculated at the end of the semester immediately prior to the commencement of Honours.

(b) Honours is awarded in the Bachelor of Advanced Computing to meritorious candidates who complete an embedded honours component and meet the level of performance as specified in clause 10. The honours mark is determined by calculating a WAM from the 48 credit points of units including 24 credit points of research-related units (INFO4001, INFO4002, INFO4003 and INFO4990) and the best 24 credit points of 3000-, 4000- and 5000-level units from Bachelor of Advanced Computing Table A. Non research related units must include at least one 4000- or 5000-level unit.

(3) **Honours in an area of study in the Bachelor of Science and Bachelor of Commerce, as part of a combined degree with the Bachelor of Advanced Computing:**

(a) Honours in an area of study in the Bachelor of Science or Bachelor of Commerce, as part of the combined degree, is available to meritorious candidates by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component after completion of requirements for the combined degree.

(b) For candidates completing the Bachelor of Science or Bachelor of Commerce as part of a combined degree with the Bachelor of Advanced Computing and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major shall be met by the Information Technology major specified in 6 (4) (b) or 6 (5) (b).

10. **Award of the Degrees**

(1) **The Bachelor of Advanced Computing degree is awarded with honours:** The honours degree is awarded in classes ranging from First Class to Second Class, Division Two. The various classes of Honours are awarded on the basis of a candidate's EIHWAM, provided they meet the condition of clause 9 (2) (a) above.

<table>
<thead>
<tr>
<th>Description</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>75 &lt;= EIHWAM</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>70 &lt;= EIHWAM-75</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>65 &lt;= EIHWAM-70</td>
</tr>
</tbody>
</table>

Candidates who do not meet the requirements for honours in the Bachelor of Advanced Computing but who have otherwise satisfied the course requirements, will be awarded the pass degree.

(2) **Candidates for the Bachelor of Advanced Computing degree who did not meet the requirements for the Honours degree specified in 9 (2) will be awarded the Bachelor of Advanced Computing.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>80 &lt;= WAM</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 &lt;= WAM &lt; 80</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 &lt;= WAM &lt; 75</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 &lt;= WAM &lt; 70</td>
</tr>
<tr>
<td>Honours not awarded (Pass)</td>
<td>WAM &lt; 65</td>
</tr>
</tbody>
</table>

(3) The Bachelor of Science and the Bachelor of Commerce are awarded at pass level. Honours in Science or Commerce is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(4) Candidates who attempt the Bachelor of Science or Bachelor of Commerce as part of a combined degree with the Bachelor of Advanced Computing with an embedded honours component in the Bachelor of Advanced Studies do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfill requirements.
11. **Cross-institutional study**

Cross-institutional study is not available in the Bachelor of Computing or Bachelor of Advanced Computing. Cross-institutional study in the Bachelor of Commerce or Bachelor of Science is as specified in the relevant degree and faculty resolutions.

12. **International exchange**

The faculties of Engineering and Information Technology, Science and Commerce encourage candidates in these degrees to participate in international exchange programs subject to the terms set out in the Resolutions of the Faculty of Engineering and Information Technology.

13. **Course Transfer**

(1) A candidate enrolled in the Bachelor of Advanced Computing who has satisfied the requirements of the Bachelor of Computing may transfer to the Bachelor of Computing and graduate.

(2) A candidate in a combined degree with the Bachelor of Advanced Computing may abandon that combined degree and elect to complete either the Bachelor of Advanced Computing or the other component of the combined degree (the Bachelor of Science or the Bachelor of Commerce) in accordance with the resolutions governing that degree.

(3) A candidate who, having satisfied requirements for a combined degree with the Bachelor of Advanced Computing, who has enrolled in the Bachelor of Advanced Studies to complete an embedded honours component as specified in 9 (3) (a) may abandon the Bachelor of Advanced Studies and graduate with the Bachelor of Advanced Computing or the associated combined degree in accordance with the resolutions governing that degree or those degrees.

14. **Credit for previous study**

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Engineering and Information Technologies and also, for students enrolled in combined degrees, the resolutions of the relevant faculty.

15. **Transitional Provisions**

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

(2) Candidates who commenced prior to 1 January, 2020 may:

   (a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or

   (b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.
Appendix 2

Bachelor of Advanced Computing

<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>
</table>

Bachelor of Advanced Computing and Bachelor of Computing

Award requirements

Bachelor of Advanced Computing

To qualify for the award of the Bachelor of Advanced Computing, a candidate must complete 192 credit points, comprising:

(a) 96 credit points of degree core units of study as set out in the table below;
(b) A major (48 credit points) from the list of majors from the table below;
(c) At least 12 credit points of 4000-level or higher electives from the table below;
(d) (Optionally) up to 12 credit points of units of study in the Open Learning Environment as listed in Table O in the Shared Pool for Undergraduate Degrees;
(e) (Optionally) a minor of 36 credit points or a second major of 48 credit points as listed and specified in Table S in the Shared Pool for Undergraduate Degrees;
(f) Where appropriate, additional elective units from the table below or Table S in the Shared Pool for Undergraduate Degrees.

Bachelor of Computing

To qualify for the award of the Bachelor of Computing, a candidate must complete 144 credit points, comprising:

(a) 78 credit points of degree core units as set out in the table below;
(b) A major (48 credit points) from the list of majors from the table below;
(c) (Optionally) up to 12 credit points of units of study in the Open Learning Environment as listed in Table O in the Shared Pool for Undergraduate Degrees;
(d) (Optionally) a minor of 36 credit points as listed and specified in Table S in the Shared Pool for Undergraduate Degrees;
(e) Where appropriate, additional elective units from the table below.

Streams

The available streams in the Bachelor of Advanced Computing are:
Dalyell
Achievement of the Dalyell stream requires:
(i) Completion of 12 credit points of Dalyell units as set out in Table S;
(ii) Admission on the basis of ATAR or first year WAM as determined by the Board of Interdisciplinary Studies;
(iii) Maintenance of the required WAM as determined by the Board of Interdisciplinary Studies.

Majors

Table A majors available in this course are:
Computer Science
Computational Data Science
Information Systems
Software Development
Requirements from the majors are listed in the Majors tabs in this Handbook.

Minors

Table A minors available in this course are:
Computer Science
Computational Data Science
Information Systems
Software Development
Requirements from the minors are listed alongside the major requirements in the Majors tabs in this
Honours

To be eligible for the award of Honours in the Bachelor of Advanced Computing, a candidate must complete 18 credit points of thesis units (INFO4001, INFO4002 and INFO4003) based on a research project, and 6 credit points of research methods (INFO4990), as listed below, and meet the performance levels as specified in clause 10 of the degree resolutions.

Degree Core

The degree core units of study required for this course are listed below. Candidates who exit at the third year do not complete the 4000-level degree core units and graduate with a Bachelor of Computing.

### 1000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA1001</td>
<td>Foundations of Data Science</td>
<td>6</td>
<td>N DATA1901 or MATH1005 or MATH1905 or MATH1015 or MATH1115 or ENVX1001 or ENVX1002 or ECMT1010 or BUSS1020 or STAT1021 or STAT1022</td>
<td>Semester 1 and Semester 2</td>
</tr>
<tr>
<td>DATA1901</td>
<td>Foundations of Data Science (Adv)</td>
<td>6</td>
<td>A An ATAR of 95 or more N MATH1905 or ECMT1010 or ENVX2001 or BUSS1020 or DATA1001 or MATH1115</td>
<td>Semester 1 and Semester 2</td>
</tr>
<tr>
<td>ELEC1601</td>
<td>Introduction to Computer Systems</td>
<td>6</td>
<td>A HSC Mathematics extension 1 or 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>INFO1110</td>
<td>Introduction to Programming</td>
<td>6</td>
<td>N INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905</td>
<td>Semester 1 and Semester 2</td>
</tr>
<tr>
<td>INFO1111</td>
<td>Computing 1A Professionalism</td>
<td>6</td>
<td>N ENGG1805 OR ENGG1111 OR ENGD1000</td>
<td>Semester 1</td>
</tr>
<tr>
<td>INFO1112</td>
<td>Computing 1B OS and Network Platforms</td>
<td>6</td>
<td>C ELEC1601 AND (INFO1110 OR INFO1910 OR INFO1103 OR INFO1113)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>INFO1113</td>
<td>Object-Oriented Programming</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 N INFO1103 OR INFO1105 OR INFO1905</td>
<td>Semester 1 and Semester 2, Summer Main</td>
</tr>
<tr>
<td>INFO1910</td>
<td>Introduction to Programming (Advanced)</td>
<td>6</td>
<td>A ATAR sufficient to enter Dalyell program, or passing an online programming knowledge test, which will be administered during the O-week prior to the commencement of the semester. N INFO1110 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905</td>
<td>Semester 1 and Semester 2</td>
</tr>
<tr>
<td>MATH1002</td>
<td>Linear Algebra</td>
<td>3</td>
<td>A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1012 or MATH1014 or MATH1902</td>
<td>Semester 1, Summer Main</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Points</td>
<td>Prerequisites</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>---------------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>MATH1021</td>
<td>Calculus Of One Variable</td>
<td>3</td>
<td>A HSC Mathematics Extension 1 or equivalent. P NSW HSC 2 unit Mathematics or equivalent or a credit or above in MATH1111 N MATH1011 or MATH1901 or MATH1906 or ENVX1001 or MATH1001 or MATH1921 or MATH1931</td>
<td>Semester 1 Semester 2 Summer Main</td>
</tr>
<tr>
<td>MATH1064</td>
<td>Discrete Mathematics for Computation</td>
<td>6</td>
<td>N MATH1004 or MATH1904</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

2000-level units of study

<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>COMP2123</td>
<td>Data Structures and Algorithms</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2823</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP2823</td>
<td>Data Structures and Algorithms (Adv)</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2123 Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td>INFO2222</td>
<td>Computing 2 Usability and Security</td>
<td>6</td>
<td>P (INFO1103 OR INFO1105 OR INFO1905 OR INFO1113) AND (INFO1111 OR INFO1711 OR ENGG1111 OR ENGD1000 OF ENGG1805)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ISYS2120</td>
<td>Data and Information Management</td>
<td>6</td>
<td>A Programming skills P INFO1113 OR INFO1105 OR INFO1905 OR INFO1003 OR INFO1903 OR DECO1012 N INFO2120 OR INFO2820 OR COMP5138</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SOFT2412</td>
<td>Agile Software Development Practices</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

3000-level units of study

<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>INFO3333</td>
<td>Computing 3 Management</td>
<td>6</td>
<td>P (INFO1111 OR INFO1711) AND (ISYS2120 OR INFO2120) AND SOFT2412 N INFO3402</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

4000-level units of study

INFO4444 Computing 4 Innovation will be available from 2020.

Honours units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO4001</td>
<td>Thesis A</td>
<td>6</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>INFO4002</td>
<td>Thesis B</td>
<td>6</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>INFO4003</td>
<td>Thesis B Extended</td>
<td>6</td>
<td>C INFO4001 OR INFO4002</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>INFO4444</td>
<td>Computing 4 Innovation</td>
<td>6</td>
<td>N INFO4990</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
## INFO4990
### IT Research Methods
- **Credits:** 6
- **Restrictions:** N INFO4444 OR INFO5993
- **Notes:** Department permission required for enrolment

### Electives
#### 2000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP2017</td>
<td>Systems Programming</td>
<td>6</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>COMP2022</td>
<td>Programming Languages, Logic and Models</td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>COMP2922</td>
<td>Programming Languages, Logic and Models (Adv)</td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>DATA2001</td>
<td>Data Science: Big Data and Data Diversity</td>
<td>6</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>DATA2002</td>
<td>Data Analytics: Learning from Data</td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>DATA2901</td>
<td>Big Data and Data Diversity (Advanced)</td>
<td>6</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>DATA2902</td>
<td>Data Analytics: Learning from Data (Adv)</td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>INFO2150</td>
<td>Introduction to Health Data Science</td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>ISYS2110</td>
<td>Analysis and Design of Web Info Systems</td>
<td>6</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>ISYS2160</td>
<td>Information</td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Prerequisites/Notes</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>SOFT2201</td>
<td>Software Construction and Design 1</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 OR INFO3220</td>
<td></td>
</tr>
</tbody>
</table>

### 3000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP3027</td>
<td>Algorithm Design</td>
<td>6</td>
<td>A MATH1004 OR MATH1904 OR MATH1064 OR MATH1905 OR MATH1906</td>
</tr>
<tr>
<td>COMP3109</td>
<td>Programming Languages and Paradigms</td>
<td>6</td>
<td>P COMP2022 AND (COMP2007 OR COMP2907)</td>
</tr>
<tr>
<td>COMP3221</td>
<td>Distributed Systems</td>
<td>6</td>
<td>P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823)) N COMP2121</td>
</tr>
<tr>
<td>COMP3308</td>
<td>Introduction to Artificial Intelligence</td>
<td>6</td>
<td>A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab)</td>
</tr>
<tr>
<td>COMP3419</td>
<td>Graphics and Multimedia</td>
<td>6</td>
<td>A Programming skills</td>
</tr>
<tr>
<td>COMP3520</td>
<td>Operating Systems Internals</td>
<td>6</td>
<td>P (COMP2017 OR COMP2129) AND (COMP2123 OR COMP2823 OR INFO1105 OR INFO1905)</td>
</tr>
<tr>
<td>COMP3608</td>
<td>Introduction to Artificial Intelligence (Adv)</td>
<td>6</td>
<td>A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab)</td>
</tr>
<tr>
<td>COMP3888</td>
<td>Computer Science Project</td>
<td>6</td>
<td>P (COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922) N INFO3600 OR COMP3600 OR COMP3615 OR COMP3988</td>
</tr>
<tr>
<td>COMP3927</td>
<td>Algorithm Design (Adv)</td>
<td>6</td>
<td>A MATH1004 OR MATH1904 OR MATH1064 OR MATH1905 OR MATH1906</td>
</tr>
<tr>
<td>COMP3988</td>
<td>Computer Science Project (Advanced)</td>
<td>6</td>
<td>P [(COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922) with Distinction level results in at least one of these units.] N INFO3600 OR COMP3615 OR COMP3600 OR COMP3888</td>
</tr>
<tr>
<td>DATA3404</td>
<td>Data Science Platforms</td>
<td>6</td>
<td>A This unit of study assumes that students have previous knowledge of database structures and of SQL. The prerequisite material is covered in DATA2001 or ISYS2120. Familiarity with a programming language (e.g. Java or C) is also expected.</td>
</tr>
</tbody>
</table>

**Note:** Department permission required for enrolment
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA3406</td>
<td>Human-in-the-Loop Data Analytics</td>
<td>6</td>
<td>A P DATA2001 or DATA2901 or DATA2002 or DATA2902 or STAT2912 or STAT2012</td>
<td>Semester 2</td>
</tr>
<tr>
<td>DATA3888</td>
<td>Data Science Capstone</td>
<td>6</td>
<td>A Upper-level disciplinary knowledge. Required knowledge will vary by project.</td>
<td>Intensive December</td>
</tr>
<tr>
<td>ENGG3800</td>
<td>Industry and Community Projects</td>
<td>6</td>
<td>A Upper-level disciplinary knowledge. Required knowledge will vary by project.</td>
<td>Intensive February</td>
</tr>
<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Intensive January</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive July</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>INFO3315</td>
<td>Human-Computer Interaction</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>INFO3616</td>
<td>Principles of Security and Security Eng</td>
<td>6</td>
<td>A (INFO1110 OR INFO1910) AND INFO1112 AND INFO1113 AND MATH1064. Knowledge equivalent to the above units is assumed. This means good programming skills in Python or a C-related language, basic networking knowledge, and skills from discrete mathematics. A technical orientation is absolutely required, especially capacity to become familiar with new technology without explicit supervision. N ELEC5616 OR INFO2315</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ISYS3401</td>
<td>Information Technology Evaluation</td>
<td>6</td>
<td>P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ISYS3402</td>
<td>Decision Analytics and Support Systems</td>
<td>6</td>
<td>A Database Management AND Systems Analysis and Modelling</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ISYS3888</td>
<td>Information Systems Project</td>
<td>6</td>
<td>P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160)</td>
<td>Semester 2</td>
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<tr>
<td>SOFT3202</td>
<td>Software Construction and Design 2</td>
<td>6</td>
<td>P SOFT2201</td>
<td>Semester 1</td>
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<tr>
<td></td>
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<td>N INFO3220</td>
<td>Semester 2</td>
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<tr>
<td>SOFT3410</td>
<td>Concurrency for Software Development</td>
<td>6</td>
<td>P (INFO1105 OR INFO1905) OR ((INFO1113 OR INFO1113) AND (COMP2123 OR COMP2823))</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SOFT3888</td>
<td>Software Development Project</td>
<td>6</td>
<td>A SOFT3202</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P [18CP 2000-level or above units from SOFT, COMP or INFO]</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N SOFT3413</td>
<td>Semester 2</td>
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4000-level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO4003</td>
<td>Thesis B Extended</td>
<td>6</td>
<td>C INFO4001 OR INFO4002</td>
<td>Semester 1</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
INFO4003 Thesis B (extension) will be available from 2020.

### 5000-level units of study

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP5045</td>
<td>Computational Geometry</td>
<td>6</td>
<td>A Students are assumed to have a basic knowledge of the design and analysis of algorithms and data structures: you should be familiar with big-O notations and simple algorithmic techniques like sorting, binary search, and balanced search trees.</td>
<td>1</td>
</tr>
<tr>
<td>COMP5046</td>
<td>Natural Language Processing</td>
<td>6</td>
<td>A Knowledge of an OO programming language</td>
<td>1</td>
</tr>
<tr>
<td>COMP5047</td>
<td>Pervasive Computing</td>
<td>6</td>
<td>A ELEC1601 AND (COMP2129 OR COMP2017). Background in programming and operating systems that is sufficient for the student to independently learn new programming tools from standard online technical materials.</td>
<td>2</td>
</tr>
<tr>
<td>COMP5048</td>
<td>Visual Analytics</td>
<td>6</td>
<td>A It is assumed that students will have basic knowledge of data structures, algorithms and programming skills.</td>
<td>2</td>
</tr>
<tr>
<td>COMP5216</td>
<td>Mobile Computing</td>
<td>6</td>
<td>A COMP5214 OR COMP9103. Software Development in JAVA, or similar introductory software development units.</td>
<td>2</td>
</tr>
<tr>
<td>COMP5313</td>
<td>Large Scale Networks</td>
<td>6</td>
<td>A Algorithmic skills (as expected from any IT graduate). Basic probability knowledge.</td>
<td>1</td>
</tr>
<tr>
<td>COMP5318</td>
<td>Machine Learning and Data Mining</td>
<td>6</td>
<td>A INFO2110 OR ISYS2110 OR COMP9120 OR COMP5138</td>
<td>1 2</td>
</tr>
<tr>
<td>COMP5328</td>
<td>Advanced Machine Learning</td>
<td>6</td>
<td>A COMP5318</td>
<td>2</td>
</tr>
<tr>
<td>COMP5329</td>
<td>Deep Learning</td>
<td>6</td>
<td>A COMP5318</td>
<td>2</td>
</tr>
<tr>
<td>COMP5338</td>
<td>Advanced Data Models</td>
<td>6</td>
<td>A This unit of study assumes foundational knowledge of relational database systems as taught in COMP5138/COMP9120 (Database Management Systems) or INFO2120/INFO2820/ISYS2120 (Database Systems 1).</td>
<td>2</td>
</tr>
<tr>
<td>COMP5347</td>
<td>Web Application Development</td>
<td>6</td>
<td>A COMP9220 or COMP5028. The course assumes basic knowledge on OO design and proficiency in a programming language P INFO1103 or INFO1113 or COMP9103 or COMP9220 or COMP5028</td>
<td>1</td>
</tr>
<tr>
<td>COMP5348</td>
<td>Enterprise Scale Software Architecture</td>
<td>6</td>
<td>A Programming competence in Java or similar OO language. Capacity to master novel technologies (especially to program against novel APIs) using manuals, tutorial examples, etc.</td>
<td>1</td>
</tr>
<tr>
<td>COMP5349</td>
<td>Cloud Computing</td>
<td>6</td>
<td>A Good programming skills, especially in Java for the practical assignment, as well as proficiency in databases and SQL. The unit is expected to be taken after introductory courses in related units such as COMP5214 or COMP9103 Software Development in JAVA</td>
<td>1</td>
</tr>
<tr>
<td>COMP5415</td>
<td>Multimedia Design and Authoring</td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
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<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>COMP5416</td>
<td>Advanced Network Technologies</td>
<td>6</td>
<td>A ELEC3506 OR ELEC9506 OR ELEC5740 OR COMP5116</td>
<td>2</td>
</tr>
<tr>
<td>COMP5424</td>
<td>Information Technology in Biomedicine</td>
<td>6</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>COMP5425</td>
<td>Multimedia Retrieval</td>
<td>6</td>
<td>A COMP9007 or COMP5211. Basic Programming skills and data structure knowledge</td>
<td>1</td>
</tr>
<tr>
<td>COMP5426</td>
<td>Parallel and Distributed Computing</td>
<td>6</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>COMP5427</td>
<td>Usability Engineering</td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>COMP5428</td>
<td>Empirical Security Analysis and Engineering</td>
<td>6</td>
<td>A Students are expected to have: Good programming skills in Go, Python, or C. UNIX/Linux command-line and tools Technical orientation and foundational networking knowledge Sufficient mathematical skills to understand cryptography Experience working with version control</td>
<td>2</td>
</tr>
<tr>
<td>COMP5429</td>
<td>Applied Cybersecurity</td>
<td>6</td>
<td>A (ELEC5616 OR INFO2315 OR INFO2222) with a grade of Credit or greater</td>
<td>2</td>
</tr>
<tr>
<td>DATA5207</td>
<td>Data Analysis in the Social Sciences</td>
<td>6</td>
<td>A COMP5310</td>
<td>1</td>
</tr>
<tr>
<td>ELEC5306</td>
<td>Advanced Signal Processing: Video Compression</td>
<td>6</td>
<td>A Basic understanding of digital signal processing (filtering, DFT) and programming skills (e.g. Matlab/Java/Python/C++)</td>
<td>1</td>
</tr>
<tr>
<td>ELEC5307</td>
<td>Advanced Signal Processing with Deep Learning</td>
<td>6</td>
<td>A Mathematics (e.g., probability and linear algebra) and programming skills (e.g. Matlab/Java/Python/C++)</td>
<td>2</td>
</tr>
<tr>
<td>ELEC5508</td>
<td>Wireless Engineering</td>
<td>6</td>
<td>A Basic knowledge in probability and statistics, analog and digital communications, error probability calculation in communications channels, and telecommunications network.</td>
<td>2</td>
</tr>
<tr>
<td>ELEC5509</td>
<td>Mobile Networks</td>
<td>6</td>
<td>A ELEC3505 AND ELEC3506. Basically, students need to know the concepts of data communications and mobile communications, which could be gained in one the following units of study: ELEC3505 Communications, ELEC3506 Data Communications and the Internet, or similar units. If you are not sure, please contact the instructor.</td>
<td>1</td>
</tr>
<tr>
<td>ELEC5514</td>
<td>Networked Embedded Systems</td>
<td>6</td>
<td>A ELEC3305 AND ELEC3506 AND ELEC3607 AND ELEC5508 P ELEC5509</td>
<td>2</td>
</tr>
<tr>
<td>ELEC5616</td>
<td>Computer and Network Security</td>
<td>6</td>
<td>A A programming language, basic maths.</td>
<td>1</td>
</tr>
<tr>
<td>ELEC5618</td>
<td>Software Quality Engineering</td>
<td>6</td>
<td>A Writing programs with multiple functions or methods in multiple files; design of complex data structures and combination in non trivial algorithms; use of an integrated development environment; software version control systems.</td>
<td>1</td>
</tr>
</tbody>
</table>
| Code       | Title                                                                 | Credits | Prerequisites                                                                 | Semester
|------------|-----------------------------------------------------------------------|---------|------------------------------------------------------------------------------|----------
| ELEC5619   | Object Oriented Application Frameworks                                 | 6       | A Java programming, and some web development experience are essential. Databases strongly recommended | Semester 2
| ELEC5620   | Model Based Software Engineering                                       | 6       | A programming language, basic maths.                                         | Semester 2
| INFO5010   | IT Advanced Topic A                                                   | 6       | Note: Department permission required for enrolment                           | Semester 1, Semester 2
| INFO5011   | IT Advanced Topic B                                                   | 6       | Note: Department permission required for enrolment                           | Semester 1, Semester 2
| INFO5991   | Services Science Management and Engineering                            | 6       | A INFO5990. Students are expected to have a degree in computer science, engineering, information technology, information systems or business. | Semester 1, Semester 2
| INFO5992   | Understanding IT Innovations                                          | 6       | A INFO5990. 24 credit points of units at 5000-level or above                | Semester 1, Semester 2
|            |                                                                      |         | P PMGT5875                                                                    |          
| INFO5993   | IT Research Methods                                                  | 6       | A INFO5990. Students are assumed to understand the role of IT projects.      | Semester 1, Semester 2
|            |                                                                      |         | P INFO6007, OR 3-5 years working experience in IT Project Management          |          
| INFO6010   | Advanced Topics in IT Project Management                              | 6       | A Students are assumed to understand the role of IT projects.                | Semester 2
| ISYS5050   | Knowledge Management Systems                                          | 6       | A An undergraduate degree in Computer Science or Information Systems. Good grasp of database technologies and the role of information systems in organisations. | Semester 1
| ISYS5070   | Change Management in IT                                               | 6       | A The unit is expected to be taken after the following related units INFO6007 Project Management in IT and COMP5206 Information Technologies and Systems. | Summer Main

**Note:** COMP5348 Enterprise Scale Software Architecture will not be offered in 2019.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Rebecca Goldsworthy, Faculty of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>KC Wong, Deputy Head of School (Education), School of Aerospace, Mechanical and Mechatronic Engineering</td>
</tr>
<tr>
<td>Paper title</td>
<td>Replacement of core unit in Bachelor of Engineering (Honours) Aeronautical, Biomedical, Mechanical and Mechatronic streams</td>
</tr>
<tr>
<td>Purpose</td>
<td>To amend the Bachelor of Engineering (Honours) Aeronautical, Biomedical, Mechanical and Mechatronic streams to replace core unit ENGG1802 with AMME1802 Engineering Dynamics</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Engineering to amend the Bachelor of Engineering (Honours) Aeronautical, Biomedical, Mechanical and Mechatronic streams; and

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

EXECUTIVE SUMMARY

It is proposed to amend the handbook tables of the Bachelor of Engineering (Honours) Aeronautical, Mechanical, Mechatronic, and Biomedical streams by replacing ENGG1802 with the re-badged unit of study, AMME1802 Engineering Dynamics.

Since the unit is no longer shared with the Civil Engineering stream, the academic content can now be more customised to the requirement of streams offered in AMME. It will thus achieve better curriculum integration with stream units such as AMME2301 Mechanics of Solids and AMME2500 Engineering Dynamics.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal – Bachelor of Engineering (Honours)
Minor Course Amendment Proposal

Faculty: Faculty of Engineering and Information Technologies

Contact person: Associate Professor KC Wong (x17143), Rebecca Goldsworthy (x14363)

1. Name of award course
   Bachelor of Engineering Honours (Aeronautical)
   Bachelor of Engineering Honours (Mechanical)
   Bachelor of Engineering Honours (Mechatronic)
   Bachelor of Engineering Honours (Biomedical)

2. Purpose of proposal
   To amend the handbook tables of the Bachelor of Engineering Honours (Aeronautical), Bachelor of Engineering Honours (Mechanical), Bachelor of Engineering Honours (Mechatronic), and Bachelor of Engineering Honours (Biomedical) by replacing ENGG1802 with the re-badged UOS, AMME1802.

   Since the unit is no longer shared with the Civil Engineering stream, the academic content can now be more customised to the requirement of streams offered in AMME. It will thus achieve better curriculum integration with stream units such as AMME2301 Mechanics of Solids and AMME2500 Engineering Dynamics.

3. Details of amendment
   Appendix 1: Bachelor of Engineering Honours (Aeronautical) handbook table
   Appendix 2: Bachelor of Engineering Honours (Mechanical) handbook table
   Appendix 3: Bachelor of Engineering Honours (Mechatronic) handbook table
   Appendix 4: Bachelor of Engineering Honours (Biomedical) handbook table

4. Transitional arrangements
   These arrangements apply to students who commenced their candidature after 1 January 2020.

5. Other relevant information
   Consultation has been undertaken with Prof Gregg Suaning from the School of Biomedical Engineering, as students in the Biomedical stream will also undertake the new AMME1802 unit. It has been agreed that examples of Biomechanics will be included in the content of AMME1802 to provide more immediate Biomedical relevance for students.

6. Signature of Dean

   [Signature]

   2/6/19

   Minor Course Amendment Proposal

   Version 03.09.2012
Aeronautical Engineering Stream Table

<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>AERO1560 Introduction to Aerospace Engineering</td>
<td>6</td>
<td>N ENGG1800 OR MECH1560 OR MTRX1701 OR CIVL1900 OR CHNG1108 OR AMME1960 OR SMET1960 OR ENGG1960</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AERO2703 Aircraft Performance and Operations</td>
<td>6</td>
<td>A AERO1560 or ENGG1800, Familiarity with fundamental Aerospace concepts. P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903 OR MATH1905 OR MATH1907 OR MATH1933)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO3260 Aerodynamics 1</td>
<td>6</td>
<td>A General conservation equations applied to fluid flow; Fundamental elements of potential flow; Vorticity and its effect on ideal flow; Basic mathematical skills required for plotting and graphing data; Linear algebra for solution of simultaneous linear equations; Fourier series; Complex numbers and complex functions. P (AMME2200 or AMME2261)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO3261 Propulsion</td>
<td>6</td>
<td>A Good knowledge of fluid dynamics and thermodynamics P AMME2200 or AMME2261 and AMME2262</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
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<tr>
<td>AERO3360 Aerospace Structures 1</td>
<td>6</td>
<td>P AMME2301</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AERO3460 Aerospace Design 1</td>
<td>6</td>
<td>P AMME2301 and MECH2400</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AERO3560 Flight Mechanics 1</td>
<td>6</td>
<td>A This Unit of Study builds on basic mechanics and aerodynamics material covered in previous Units and focuses it towards the analysis and understanding of aircraft flight mechanics. It is expected that students have satisfactorily completed the following material: ENGG1802 (AMME1802: Engineering Mechanics: Forces, moments, equilibrium). MATH1002 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931 AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903 OR MATH1905 OR MATH1907 OR MATH1933)</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>AERO4460 Aerospace Design 3</td>
<td>6</td>
<td>A AERO1400 and AERO2703 and AERO3465 P AERO3260 and AERO3261 and AERO3360 and AERO3460</td>
<td></td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME1362 Materials 1</td>
<td>6</td>
<td>A HSC Mathematics Extension 1 N CIVL2110 or AMME2302</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME2261 Fluid Mechanics 1</td>
<td>6</td>
<td>A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra. P (MATH1001 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903 OR MATH1905 OR MATH1907 OR MATH1933)</td>
<td></td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME2262 Thermal Engineering 1</td>
<td>6</td>
<td>A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra. P (MATH1001 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903 OR MATH1905 OR MATH1907 OR MATH1933) N AMME2200</td>
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<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME2301 Mechanics of Solids</td>
<td>6</td>
<td>P ENGG1802 OR MECH1802 OR AMME1802 OR AMME1800 AND (MATH1001 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903 OR MATH1905 OR MATH1907 OR MATH1933) N CIVL2101</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME2500 Engineering Dynamics</td>
<td>6</td>
<td>A Familiarity with the MATLAB programming environment P (MATH1001 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903 OR MATH1905 OR MATH1907 OR MATH1933) AND ENGG1802 (AMME1802 OR ENGG1802)</td>
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<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME2700 Instrumentation</td>
<td>6</td>
<td>A Programming skills, 1st year maths skills, familiarity with fundamental Engineering concepts. P AERO1560 OR MECH1560 OR MTRX1701 OR ENGG1800</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME3500 System Dynamics and Control</td>
<td>6</td>
<td>P AMME2500</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG1801 Engineering Computing</td>
<td>6</td>
<td>N COSC1003</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG1802 Engineering Mechanics</td>
<td>6</td>
<td>N CIVL1802</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME1802 Engineering Mechanics</td>
<td>8</td>
<td>N CIVL1802 OR ENGG1802</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>MECH2400 Mechanical Design 1</td>
<td>6</td>
<td>A ENGG1801 and ENGG1802 (AMME1802 OR ENGG1802), HSC Maths and Physics</td>
<td></td>
<td></td>
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<td>Semester 2</td>
</tr>
</tbody>
</table>

Students undertaking the Space Major are exempt from AERO2703 and AERO4460.
Students in the combined BEHon/A are exempt from AERO1960, and should take AMME2200 in place of AMME2261 and AMME2262.
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aeronautical Stream Specialist units</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Complete 48 credit points of the units listed below:

1. Select a minimum of 12 credit points from the following Aeronautical Advanced Specialist units:

- **AERO4260** Aerodynamics 2
- **AERO4360** Aerospace Structures 2
- **AERO4560** Flight Mechanics 2

2. Select the remaining credit points from the following units:

- **AERO1400** Intro to Aircraft Construction and Design
- **AMME2000** Engineering Analysis
- **MATH2621** Vector Calculus and Differential Equations
- **MATH2921** Vector Calculus and Differential Eq (Adv)
- **AERO3465** Aerospace Design 2
- **AMME3060** Engineering Methods
- **AERO5200** Advanced Aerodynamics
- **AERO5206** Rotary Wing Aircraft
- **AERO5400** Advanced Aircraft Design Analysis
- **AERO5500** Flight Mechanics Test and Evaluation Adv
- **AMME5060** Advanced Computational Engineering
- **AMME5202** Computational Fluid Dynamics
- **AMME5292** Advanced Fluid Dynamics
- **AMME5510** Vibration and Acoustics

3. A maximum of 6 credit points can be selected from the Engineering General Elective Table. Students must have achieved a 65% average mark in 3rd year for enrolment in this unit.

For a standard enrolment plan for Aeronautical Engineering visit CUSP (https://cusp.sydney.edu.au).
# Appendix 2

## Mechanical Engineering Stream Table

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mechanical Engineering Stream Core units</strong></td>
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<td>Complete all 108 credit points of the following units of study:</td>
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</tr>
<tr>
<td>AMME1362 Materials 1</td>
<td>6</td>
<td>A HSC Mathematics Extension 1</td>
<td>N CIVL2110 or AMME2302</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG1801 Engineering Computing</td>
<td>6</td>
<td>N COSC1003</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>ENGG1802 Engineering Mechanics</td>
<td>6</td>
<td>N CIVL1802</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2 Summer Main</td>
</tr>
<tr>
<td>AMME1802 Engineering Mechanics</td>
<td>6</td>
<td>N CIVL1802 OR ENGG1802</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2 Intensive</td>
</tr>
<tr>
<td>MECH1560 Introduction to Mechanical Engineering</td>
<td>6</td>
<td>N AERO1560 OR MTRX1701 OR ENGG1800 OR CIVL1900 OR CHNG1108 OR AMME1960 OR BMET1960 OR ENGG1960</td>
<td>Limited Places due to TAFE component. Department Permission required for non-BE(Mech) students.</td>
<td></td>
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<td>Semester 1</td>
</tr>
<tr>
<td>AMME2000 Engineering Analysis</td>
<td>6</td>
<td>P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1902 OR MATH1003 OR MATH1903) AND (MATHTH1002 OR MATH1902 OR MATH1003 OR MATH1903 OR MATH1923 OR MATH1902 OR MATH1903 AND ENGG1900 AND ENGG1902)</td>
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<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME2261 Fluid Mechanics 1</td>
<td>6</td>
<td>A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra.</td>
<td>P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1902 OR MATH1003 OR MATH1903) AND (MATHTH1002 OR MATH1902 OR MATH1003 OR MATH1903 OR MATH1923 OR MATH1902 OR MATH1903)</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME2262 Thermal Engineering 1</td>
<td>6</td>
<td>A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra.</td>
<td>P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1902 OR MATH1003 OR MATH1903) AND (MATHTH1002 OR MATH1902 OR MATH1003 OR MATH1903 OR MATH1923 OR MATH1902 OR MATH1903)</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME2301 Mechanics of Solids</td>
<td>6</td>
<td>P ENGG1801, AMME1802 OR ENGG1802 AND (MATH1001 OR MATH1021 OR MATH1901 OR MATH1902 OR MATH1003 OR MATH1903) AND (MATHTH1002 OR MATH1902 OR MATH1003 OR MATH1903 OR MATH1923 OR MATH1902 OR MATH1903) AND N AMME2200</td>
<td></td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME2500 Engineering Dynamics</td>
<td>6</td>
<td>A Familiarity with the MATLAB programming environment</td>
<td>P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1902 OR MATH1003 OR MATH1903) AND (MATHTH1002 OR MATH1902 OR MATH1003 OR MATH1903 OR MATH1923 OR MATH1902 OR MATH1903) AND ENGG1902, AMME1802 OR ENGG1802</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMME2700 Instrumentation</td>
<td>6</td>
<td>A Programming skills, 1st year maths skills, familiarity with fundamental Engineering concepts.</td>
<td>P AERO1560 OR MECH1560 OR MTRX1701 OR ENGG1800</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECH2400 Mechanical Design 1</td>
<td>6</td>
<td>A ENGG1801 and ENGG1802, HSC Maths and Physics</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME3500 System Dynamics and Control</td>
<td>6</td>
<td>P AMME2500</td>
<td></td>
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<td>Semester 1</td>
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<tr>
<td>MECH2600 Thermal Engineering 2</td>
<td>6</td>
<td>A Fundamentals of thermodynamics and fluid mechanics are needed to begin this more advanced course</td>
<td>P AMME2200 OR AMME2262.</td>
<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>MECH2601 Fluid Mechanics 2</td>
<td>6</td>
<td>P AMME2200 OR (AMME2261 AND AMME2262)</td>
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<td></td>
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<td>Semester 1</td>
</tr>
<tr>
<td>MECH3361 Mechanics of Solids 2</td>
<td>6</td>
<td>P AMME2301 AND (AMME1362 OR AMME2302 OR CIVL2110)</td>
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<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH3562 Materials 2</td>
<td>6</td>
<td>A (1) A good understanding of basic knowledge and principles of material science and engineering from Materials I and mechanics of solids for simple structural elements (in tension, bending, torsion); (2) Reasonable mathematical skills in calculation of stresses and strains in simple structural elements.</td>
<td>P AMME2301 AND (AMME2302 OR AMME1362 OR CIVL2110)</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>MECH3460 Mechanical Design 2</td>
<td>6</td>
<td>A Properties of engineering materials including fatigue failure theories. Statics and dynamics of simple structures.</td>
<td>P MECH2400 and AMME2301</td>
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<td>Semester 2</td>
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<tr>
<td>MECH3660 Manufacturing Engineering</td>
<td>6</td>
<td>P MECH2400 OR ENGG1960 OR AMME1960 OR BMET1960 OR MECH1560 OR ENGG1800</td>
<td></td>
<td></td>
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<td>Semester 1</td>
</tr>
</tbody>
</table>

Candidates for the Space Major are exempt from AMME2000 and MECH3460.

Candidates in the combined BE(Hons)/BA are exempt from MECH1560, and should take AMME2200 in place of AMME2261 and AMME2262.
Mechanical Engineering Stream Specialist units

Complete 48 credit points of the units listed below:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
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<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECH1400 Mechanical Construction</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
| MATH2921 Vector Calculus and Differential Equations | 6             | P (MATH1X21 or MATH1X01 or MATH1X91) and (MATH1XX2) and (MATH1X23 or MATH1X33 or MATH1X03 or MATH1X07)  
N MATH2921 or MATH2065 or MATH2965 or (MATH2061 and MATH2022) or (MATH2061 and MATH2022) or (MATH2061 and MATH2022) or (MATH2061 and MATH2622) or (MATH2067) | Semester 1 |
| MATH2921 Vector Calculus and Differential Eqs (Adv) | 6             | P [(MATH1921 or MATH1931 or MATH1901 or MATH1906) or (a mark of 65 or above in MATH1021 or MATH1001) and (MATH1902 or (a mark of 65 or above in MATH1002)] and  
[(MATH1923 or MATH1933 or MATH1903 or MATH1907) or (a mark of 65 or above in MATH1023 or MATH1003)]  
N MATH2021 or MATH2065 or MATH2965 or (MATH2061 and MATH2022) or (MATH2061 and MATH2292) or (MATH2961 and MATH2022) or (MATH2961 and MATH2022) or (MATH2067) | Semester 1 |
| MECH2401 Human-Centred Engineering Design          | 6             | A MECH1560 AND MECH1400 |                  |                |                | Semester 2 |
| AMME3060 Engineering Methods                        | 6             | EMGG1602 (AMME1602 OR EMGG1602) AND AMME2301 AND AMME2500 AND  
MECH3361  
P MECH2400 and MECH3460  
N MECH5416 | Semester 1 |
| MECH4660 Mechanical Design 3                        | 6             | N MECH3661 OR AERO3660 OR MECH2660 OR MECH4601 |                  |                |                | Semester 1 |
| AMME5060 Advanced Computational Engineering         | 6             | A Students are expected to have basic knowledge of thermodynamics, fluid mechanics  
and heat transfer  
P MECH3260 OR MECH9260 or MECH8260 OR AERO3261 OR AERO9261 or AERO8261 | Semester 1 |
| AMME5105 Risk Management Analysis                   | 6             | F Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics  
including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer  
programming skills.  
Note: Department permission required for enrolment | Semester 1 |
| AMME5202 Computational Fluid Dynamics               | 6             | A Understanding of basic principles of Newtonian mechanics, physics and chemistry, fluid  
mechanics and solid mechanics.  
Note: Department permission required for enrolment | Semester 2 |
| AMME5271 Computational Nanotechnology               | 6             | P MECH3261 OR MECH9261 or CIVL3612 OR CIVL9612 OR AERO3260 OR AERO9260 | Semester 1 |
| AMME5301 Advanced Fluid Dynamics                    | 6             | A (AMME2302 OR AMME3902) AND (AMME2301 OR AMME3901) AND (AMME2301 OR MECH3261 OR MECH9261)  
Note: Department permission required for enrolment | Semester 1 |
| AMME5510 Vibration and Acoustics                    | 6             | P (AMME2301 OR AMME3901) AND (AMME2200 OR AMME2261 OR AMME9261) AND  
(AMME2500 OR AMME9500) | Semester 2 |
| AMME5530 Advanced Control and Optimisation          | 6             | A Strong understanding of feedback control systems, specifically in the area of system modelling  
and control design in the frequency domain.  
P AMME3500 OR AMME9501 or AMME8501 | Semester 1 |
| AMME5912 Crash Analysis and Design                  | 6             | A Computer Aided Drafting, Basic FEA principles and Solid Mechanics  
Note: Department permission required for enrolment | Semester 1 |
| MECH2555 Air Conditioning and Refrigeration         | 6             | A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics  
and heat transfer.  
P MECH3260 OR MECH9260 or MECH8260  
N MECH4255 | Semester 2 |
| MECH2655 Combustion                                 | 6             | A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics  
and heat transfer.  
P (MECH3260 AND MECH3261) OR MECH9260 or MECH8260 | Semester 2 |
| MECH2755 Renewable Energy                           | 6             | A The student will need a sound background in advanced level fluid mechanics, thermodynamics  
and heat transfer. In particular, students should be able to analyse fluid flow in turbomachinery;  
perform first and second law thermodynamic analysis of energy conversion systems, including  
chemically reacting systems; and perform advanced level calculations of conductive and  
convective and radiative heat transfer, including radiative spectral analysis.  
P (MECH3260 AND MECH3261) OR (AERO3260 AND AERO3261) OR (MECH9260 AND MECH9261) OR (MECH8260 AND MECH8261) OR (AERO9260 AND AERO9261) OR  
(AERO8260 and AERO8261). Students claiming to have prerequisite knowledge based on  
study at other institutions must contact the unit of study coordinator before enrolling in this unit  
and may be required to sit a pre-exam to demonstrate that they have the necessary knowledge and  
skills to undertake this advanced level unit.  
Note: Department permission required for enrolment | Semester 2 |
<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MECH5310 Advanced Engineering Materials</td>
<td>6</td>
<td>P MECH3362 OR MECH9362 or MECH8362</td>
<td>N MECH4310</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>MECH5311 Microscopy and Microanalysis of Materials</td>
<td>6</td>
<td>A AMME1362 OR CIVL2110</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

A maximum of 6 credit points may be chosen from the Bachelor of Engineering General Elective Table.

Candidates enrolled in the Space major complete the following 18 credit points of units of study:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO2705 Space Engineering 1</td>
<td>6</td>
<td>A ENGG1801: First Year Maths and basic MATLAB programming skills.</td>
<td>P (AERO1560 OR MECH1560 OR MTRX1701 OR ENGG1800) AND (MATH1001 OR MATH1021 OR MATH1901 OR MATH1902) AND (MATH1902 OR MATH1903 OR MATH1904 OR MATH1923)</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO3760 Space Engineering 2</td>
<td>6</td>
<td>P Students must have a 65% average in (AMME2500 AND AMME2261 AND AMME2301 AND AERO2705) OR (AMME2500 AND AMME2301 AND MTRX2700 AND AERO2705). Note: MUST have passed AERO2705</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO4701 Space Engineering 3</td>
<td>6</td>
<td>P [65% average in (AERO3460 AND AERO3360 AND AERO3560 AND AERO3760) OR (MECH3660 AND MECH3261 AND MECH3361 AND AERO3760) OR (MECH3660 AND AMME3500 AND MTRX3700 AND AERO3760)] AND [Must have passed AERO3760]. Students must have achieved a 65% average mark in 3rd year for enrolment in this unit.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

For a standard enrolment plan for Mechanical Engineering visit CUSP (https://cusp.sydney.edu.au).
# Mechatronic Engineering Stream Table

## Mechatronic Engineering Stream Core units

Complete all 108 credit points of the following units of study:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG1801 Engineering Computing</td>
<td>6</td>
<td>N</td>
<td>COSC1003</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG1803 Engineering Mechanics</td>
<td>6</td>
<td>N</td>
<td>CIVL2110 or ENGG1802</td>
<td></td>
<td></td>
<td>Summer Main</td>
</tr>
<tr>
<td>AMME1802 Engineering Mechanics</td>
<td>6</td>
<td>N</td>
<td>CIVL1802 or ENGG1802</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MTRX1701 Introduction to Mechatronic Engineering</td>
<td>6</td>
<td>A</td>
<td>MTRX1701</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MTRX1702 Mechatronics 1</td>
<td>6</td>
<td>A</td>
<td>ENGG1101 or ENGG1202 or COSC1902 or COSC1002</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MTRX1705 Introduction to Mechatronic Design</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMMET1362 Materials 1</td>
<td>6</td>
<td>A</td>
<td>HSC Mathematics</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMMET2301 Mechanics of Solids</td>
<td>6</td>
<td>P</td>
<td>(AMME1802 or ENGG1802) AND (MATH1001 OR MATH1021 OR MATH1051 OR MATH1061 OR MATH1081 OR MATH1091) AND (ENGG2001 OR ENGG2031 OR ENGG2061 OR ENGG2091) AND (ENGG1802 OR ENGG1806 OR ENGG1831 OR ENGG1861 OR ENGG1891)</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMMET2500 Engineering Dynamics</td>
<td>6</td>
<td>A</td>
<td>Familiarity with the MATLAB programming environment</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC1103 Fundamentals of Elec and Electronic Eng</td>
<td>6</td>
<td>A</td>
<td>Basic knowledge of differentiation and integration, and PHYS1003</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC2104 Electronic Devices and Circuits</td>
<td>6</td>
<td>A</td>
<td>ELEC1103. Ohm’s Law and Kirchoff’s Laws; action of Current and Voltage sources; network analysis and the superposition theorem; Thevenin and Norton equivalent circuits; inductors and capacitors, transient response of RL, RC and RLC circuits; the ability to use power supplies, oscilloscopes, function generators, meters, etc.</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH2400 Mechanical Design 1</td>
<td>6</td>
<td>A</td>
<td>ENGG1801 and ENGG2002</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MTRX2700 Mechatronics 2</td>
<td>6</td>
<td>A</td>
<td>MTRX1701 and MTRX1705. Students are assumed to know how to program using the ‘C’ programming language. Additionally, students should understand the basic concepts behind simple digital logic circuits.</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME3350 System Dynamics and Control</td>
<td>6</td>
<td>P</td>
<td>AMME2500</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC3204 Power Electronics and Applications</td>
<td>6</td>
<td>A</td>
<td>1. Differential equations, linear algebra, complex variables, analysis of linear circuits. 2. Fourier theory applied to periodic and non-periodic signals. 3. Software such as MATLAB to perform signal analysis and filter design. 4. Familiarity with the use of basic laboratory equipment such as oscilloscope, function generator, power supply, etc. 5. Basic electric circuit theory and analysis</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH3460 Mechanical Design 2</td>
<td>6</td>
<td>A</td>
<td>Properties of engineering materials including fatigue failure theories. Statics and dynamics properties of machines.</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH3660 Manufacturing Engineering</td>
<td>6</td>
<td>P</td>
<td>MECH2400 OR ENGG1960 OR AMME1960 OR BMET1960 OR ENGG1960</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MTRX3700 Mechatronics 3</td>
<td>6</td>
<td>A</td>
<td>Completion of a first course in microprocessor systems, including assembly and C language programming, interfacing, introductory digital and analogue electronics.</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MTRX3760 Mechatronic Systems Design</td>
<td>6</td>
<td>P</td>
<td>MTRX2700</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Candidates for the Space Major are exempt from AMMET1362 and MECH3460.

Candidates in the combined BE Hons/BA are exempt from MTRX1701 and ELEC3204.

## Mechatronic Engineering Stream Specialist units

Complete 48 credit points of the units listed below:

Complete a minimum of 24 credit points from the following units of study:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME4710 Computer Vision and Image Processing</td>
<td>6</td>
<td>A</td>
<td>The unit assumes that students have strong skills in MATLAB.</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Space Engineering 1

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
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</tr>
</thead>
<tbody>
<tr>
<td>AMME5520 Advanced Control and Optimisation</td>
<td>6</td>
<td>A Strong understanding of feedback control systems, specifically in the area of system modelling and control design in the frequency domain.</td>
<td>P AMME3500 OR AMME9501 or AMME8501</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5790 Introduction to Biomechatronics</td>
<td>6</td>
<td>A Knowledge in mechanical and electronic engineering; adequate maths and applied maths skills; background knowledge of physics, chemistry and biology; Some programming capability: MATLAB, C, C++, software tools used by engineers including CAD and EDA packages.</td>
<td>P (MECH3921 OR BMET3921) OR MTRX3700 OR (AMME5921 OR BMET5921 OR BMET9921)</td>
<td>N AMME4790 AMME5790 is the last in a series of practical Biomechatronic and Electrical courses taken over three years. It takes these engineering concepts, along with the associated mathematical, electronic and mechanical theory and applies this knowledge to a series of practical, albeit specialised biomechatronic applications that will be encountered by Biomechatronic Engineers who enter this broad field on graduation.</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH5720 Sensors and Signals</td>
<td>6</td>
<td>A Strong MATLAB skills</td>
<td>P MTRX3700</td>
<td>N MECH4720</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MTRX5700 Experimental Robotics</td>
<td>6</td>
<td>A Knowledge of statics and dynamics, rotation matrices, programming and some electronic and mechanical design experience is assumed.</td>
<td>P (AMME3500 OR AMME9501 AND MTRX2700)</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Select a maximum of 6 credit points from the Bachelor of Engineering General Elective Table.

And the remainder from:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
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<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME2000 Engineering Analysis</td>
<td>6</td>
<td></td>
<td>P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1102 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933) AND (ENGG1801 OR INFO1103 OR INFO1903 OR INFO1110 OR INFO1910 OR DATA1002 OR DATA1902)</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME2200 Introductory Thermofluids</td>
<td>6</td>
<td></td>
<td>(MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1102 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933). Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra.</td>
<td>N AMME2261 OR AMME2262</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME3060 Engineering Methods</td>
<td>6</td>
<td></td>
<td>P AMME2000 OR MATH2067 OR (MATH2061 AND MATH2065) OR MATH2021</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC3404 Electronic Circuit Design</td>
<td>6</td>
<td>A A background in basic electronics and circuit theory is assumed.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MATH2021 Vector Calculus and Differential Equations</td>
<td>6</td>
<td>P (MATH1X21 or MATH1X31 or MATH1X01 or MATH1906) and (MATH1XX2) and (MATH1X23 or MATH1933 or MATH1X03 or MATH1907)</td>
<td>(MATH1X21 or MATH1X31 or MATH1X01 or MATH1906) OR (MATH1XX2)</td>
<td>N MATH2921 or MATH2065 or MATH2965 or (MATH2061 and MATH2022)</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MATH2821 Vector Calculus and Differential Eqs (Adv)</td>
<td>6</td>
<td>P ([MATH1921 or MATH1931 or MATH1901 or MATH1906] or (a mark of 65 or above in MATH1023 or MATH1002)] AND (MATH1922 or (a mark of 65 or above in MATH1002)] AND (MATH1932 or MATH1933 or MATH1903 or MATH1907) OR (a mark of 65 or above in MATH1003)] AND (MATH1922 or (a mark of 65 or above in MATH1002)] AND (MATH1932 or MATH1933 or MATH1903 or MATH1907) OR (a mark of 65 or above in MATH1003)]</td>
<td>N MATH2921 or MATH2065 or MATH2965 or (MATH2061 and MATH2022)</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Candidates enrolled in the Space major complete the following 18 credit points of units of study:

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO2705 Space Engineering 1</td>
<td>6</td>
<td>A ENGG1801. First Year Maths and basic MATLAB programming skills.</td>
<td>P (AERO1560 OR MECH1560 OR MTRX3701 OR ENGG1800) AND (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923). Entry to this unit requires that students are eligible for the Space Engineering Major. Note: Department permission required for enrolment.</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO3760 Space Engineering 2</td>
<td>6</td>
<td></td>
<td>P Students must have a 65% average in (AMME2500 AND AMME2261 AND AMME2301 AND AERO2705) OR (AMME2500 AND AMME2301 AND MTRX2700 AND AERO2705). Note: MUST have passed AERO2705.</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO4701 Space Engineering 3</td>
<td>6</td>
<td>P (65% average in (AERO3460 AND AERO3560 AND AERO3700 AND AERO3600) OR (MECH3600 AND MECH3921 AND AERO3760) OR (MECH3600 AND AMME3500 AND MTRX3700 AND AERO3760) OR (MUST have passed AERO3760). Students must have achieved a 65% average mark in 3rd year for enrolment in this unit.</td>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
</tbody>
</table>

For a standard enrolment plan for Mechatronic Engineering visit CUSP (https://cusp.sydney.edu.au)
Biomedical Engineering Stream Table

<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>Biomedical Engineering Stream Core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG1801 Engineering Computing</td>
<td>6</td>
<td>N COSC1003</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Summer Main</td>
</tr>
<tr>
<td>INFO1110 Introduction to Programming</td>
<td>6</td>
<td>N INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>INFO1910 Introduction to Programming (Advanced)</td>
<td>8</td>
<td>A ATAR sufficient to enter Dalrym program, or passing an online programming knowledge test, which will be administered during the O-week prior to the commencement of the semester.</td>
<td>N INFO1110 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1, Semester 2</td>
<td></td>
</tr>
<tr>
<td><strong>Biomedical Engineering Stream Core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG1802 Engineering Mechanics</td>
<td>6</td>
<td>N CIVL1802</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2, Summer Main</td>
</tr>
<tr>
<td>AMME1802 Engineering Mechanics</td>
<td>6</td>
<td>N CIVL1802 OR ENGG1802</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2, Summer Main</td>
</tr>
<tr>
<td>PHYS1001 Physics 1 (Regular)</td>
<td>6</td>
<td>A HSC Physics or PHYS1003 or PHYS1004 or PHYS1902 or equivalent. Students who have not completed HSC Physics (or equivalent) are strongly advised to take the Physics Bridging Course (offered in February). Students are also encouraged to take (MATH1X21 or MATH1931 or MATH1X01 or MATH1906) and MATH1X02 concurrently. N PHYS1902 or PHYS1901 or EDUH1017 or PHYS1903</td>
<td></td>
<td></td>
<td>Intensive January, Semester 1</td>
<td></td>
</tr>
<tr>
<td>CHNG2803 Heat and Mass Transfer</td>
<td>6</td>
<td>A It is assumed that students will be concurrently enrolled in or have already completed: CHNG2802 or MATH2XXX or (MATH1001 OR MATH1021 OR MATH1901 OR MATH1902) AND (MATH1002 OR MATH1023 OR MATH1903 OR MATH1904 OR MATH1907 OR MATH1933). Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra. N AMME2261 OR AMME2262</td>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>ELEC2302 Signals and Systems</td>
<td>6</td>
<td>A (MATH1001 OR MATH1021)AND MATH1002 AND (MATH1003 OR MATH1023 OR MATH1903). Basic knowledge of differentiation &amp; integration, differential equations, and linear algebra.</td>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>BMET12400 Mechanical Design 1</td>
<td>6</td>
<td>A ENGG1801 and ELEC2302</td>
<td>AMME1802 OR ENGG1802</td>
<td>HSC Maths and Physics</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>Biomedical Engineering Stream Core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMME5790 Introduction to Biomechatronics</td>
<td>6</td>
<td>A Knowledge in mechanical and electronic engineering; adequate maths and applied maths skills; background knowledge of physics, chemistry and biology; Some programming capability; MATLAB, C, C++, software tools used by engineers including CAD and EDA packages. P (MECH3921 OR BMET3921) OR MTRX3700 OR (AMME5921 OR BMET5921 OR BMET7921)</td>
<td>N AMME4790 AMME5790 is the last in a series of practical Biomechatronic and Electrical courses taken over three years. It takes these engineering concepts, along with the associated mathematical, electronic and mechanical theory and applies this knowledge to a series of practical, albeit specialised biomechatronic applications that will be encountered by Mechatronic Engineers who enter this broad field on graduation.</td>
<td></td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>BMET5995 Advanced Bionics</td>
<td>6</td>
<td>P AMME5921 OR BMET5921 OR BMET5921 OR MTRX3700 OR BMET5921</td>
<td></td>
<td>N AMME5995</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5902 Fundamentals of Biomedical Engineering</td>
<td>6</td>
<td>A ELEC2004 or ELEC2104</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>Biomedical Engineering Stream Core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM1111 Chemistry 1A</td>
<td>6</td>
<td>A Students who have not completed HSC Chemistry (or equivalent) and HSC Mathematics or equivalent) are strongly advised to take the Chemistry and Mathematics Bridging Courses (offered in February). N CHEM1901 or CHEM1902 or CHEM1903 or CHEM1904 or CHEM1911 or CHEM1912 or CHEM1911 or CHEM1991 Students who have not completed secondary school chemistry are strongly advised to instead complete Fundamentals of Chemistry 1A in the first semester of the calendar year (unless you require 12 credit points of Chemistry and are commencing in semester 2). You should also take the Chemistry Bridging Course in advance (offered in February, and online year-round <a href="http://sydney.edu.au/science/chemistry/studying-chemistry/bridging-course.shtml">http://sydney.edu.au/science/chemistry/studying-chemistry/bridging-course.shtml</a>)</td>
<td></td>
<td></td>
<td>Semester 1, Semester 2, Summer Main</td>
<td></td>
</tr>
<tr>
<td>ELEC1103 Fundamentals of Elec and Electronic Eng</td>
<td>6</td>
<td>A Basic knowledge of differentiation and integration, and PHYS1003</td>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
</tr>
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<td>--------------</td>
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<td>----------------</td>
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</tr>
<tr>
<td>AMME1362 Materials 1</td>
<td>6</td>
<td>A HSC Mathematics Extension 1</td>
<td>N CIVL2110 or AMME2302</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BMET1960 Biomedical Engineering 1A</td>
<td>6</td>
<td>A HSC Mathematics Extension 1 (3 Units)</td>
<td>N ENGG1960 OR ENGG1800 OR CIVL1900 OR CHNG1108 OR MECH1560 OR AERO1560 OR MTRX1701 OR AMME1960</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BMET1961 Biomedical Engineering 1B</td>
<td>6</td>
<td>N AMME1961</td>
<td>HSC Biology and HSC Chemistry. Summer bridging courses are available for students who did not complete HSC Biology or Chemistry</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BMET2901 Anatomy and Physiology for Engineers</td>
<td>6</td>
<td>P AMME1960 or BMET1960 or ENGG1600 or ENGG1960 or AMME1961 OR [Biol1xxx] AND [6cp 1000-level Chemistry]</td>
<td>N MECH2901</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BMET2960 Biomedical Engineering 2</td>
<td>6</td>
<td>A (AMME1960 OR BMET1960) AND (AMME1961 OR BMET1961)</td>
<td>P MATH1001 OR MATH1021 OR MATH1901 OR MATH1902 AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903 OR MATH1923)</td>
<td>N AMME2960</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC2104 Electronic Devices and Circuits</td>
<td>6</td>
<td>A ELECT103: Ohm's Law and Kirchoff's Laws; action of Current and Voltage sources; network analysis and the superposition theorem; Thevenin and Norton equivalent circuits; inductors and capacitors, transient response of RL, RC and RLC circuits; the ability to use power supplies, oscilloscopes, function generators, meters, etc.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BMET3660 Biomanufacturing</td>
<td>6</td>
<td>P MECH2400 OR BMET2400 OR ENGG1960 OR AMME1960 OR ENGG1800 OR MECH1560</td>
<td>N MECH3660</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BMET3921 Biomedical Design and Technology</td>
<td>6</td>
<td>A A basic understanding of human physiology and anatomy and an understanding of the engineering design process.</td>
<td>P [AMME2302 OR AMME1362] AND (MECH2901 OR BMET2901) AND (MECH2400 OR BMET2400 OR ENGG1960 OR AMME1960 OR BMET1960 OR ENGG1800)</td>
<td>N AMME3921 OR BMET3921 OR BMET9921 OR MECH3921</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BMET4961 Biomaterials and Biomechanics</td>
<td>6</td>
<td>P (ENGG1960 OR AMME1802 OR ENGG1802 OR PHYS1021) AND (AMME2302 OR AMME1362) AND (MECH2901 OR BMET2901) AND (MECH3921 OR BMET3921)</td>
<td>N MECH4961</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>BMET4971 Tissue Engineering</td>
<td>6</td>
<td>P (MECH2901 OR BMET2901) AND (MECH3921 OR BMET3921)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Also complete 12 credit points of units of study from the Biomedical Engineering Stream Specialist table below.

### Biomedical Engineering Specialist units

Select a minimum of 12 credit points from the following units of study:

- **AMME2262** Thermal Engineering 1
  - 6 credit points
  - A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra.
  - P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1902 OR MATH1903 OR MATH1904 OR MATH1905) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903 OR MATH1904 OR MATH1905)
  - N AMME2200
  - Semester 2

- **AMME4710** Computer Vision and Image Processing
  - 6 credit points
  - A The unit assumes that students have strong skills in MATLAB.
  - P MTRX3700 OR MECH4720 OR MECH5720
  - Semester 2

- **BMET4981** Applied Biomedical Engineering
  - 6 credit points
  - A AMME3861 AND (MECH2400 OR BMET2400) AND (MECH2901 OR BMET2901) AND MECH3862 AND (AMME3921 OR BMET3921)
  - P AMME2301 AND (AMME1362 OR AMME2302) AND AMME2500
  - N AMME4980 OR AMME9881 OR BMET9981
  - Semester 1

- **BMET4990** Biomedical Product Development
  - 6 credit points
  - A 1000-level chemistry, 2000-level biology, and specific knowledge of cell biology at least at the 1000-level, and preferably at the 2000-level.
  - P (MECH2901 OR BMET2901) AND (MECH3921 OR BMET3921)
  - N AMME4990
  - Semester 1

- **BMET5907** Orthopaedic and Surgical Engineering
  - 6 credit points
  - A Basic concepts in engineering mechanics - statics, dynamics, and solid mechanics. Basic concepts in materials science, specifically with regard to types of materials and the relationship between properties and microstructure. A basic understanding of human biology and anatomy.
  - P AMME2302 OR AMME3932 OR AMME1362 AND (MECH2901 OR BMET2901) AND (MECH3921 OR BMET3921) OR (MECH9921 OR BMET9921) OR MECH4902 OR MECH5907
  - Semester 1

- **BMET5931** Nanomaterials in Medicine
  - 6 credit points
  - A [Biol1xxx OR MBLG1xxx AND CHEM1xxx AND PHYS1xxx] OR [AMME161 OR BMET1961] AND (MECH2901 OR BMET2901) AND (NANO2xxx OR AMME1362)
  - N AMME5931
  - Semester 1

- **BMET5951** Fundamentals of Neuroumodulation
  - 6 credit points
  - A ELEC1103 or equivalent, (MECH2901 OR BMET2901 OR AMME9901 OR BMET9901), and MECH291 OR BMET3921 OR AMME9901 OR BMET9921
  - N AMME5951
  - Semester 2

- **BMET5958** Nanotechnology in Biomedical Engineering
  - 6 credit points
  - P (MECH3921 OR BMET3921 OR AMME5921 OR BMET5921 OR BMET9921)
  - N AMME5958
  - Semester 2

- **BMET5962** Introduction to Mechanobiology
  - 6 credit points
  - A 6 credit points of 1000-level biology, 6 credit points of 1000-level chemistry and 6 credit points of 2000-level physiology or equivalent
  - N AMME5962
  - Semester 2

- **BMET5992** Regulatory Affairs in the Medical Industry
  - 6 credit points
  - A 6cp of 1000-level Chemistry, and 6cp of Biology units
  - P MECH3921 OR BMET3921 OR AMME5921 OR BMET5921 OR BMET9921
  - N AMME4992 OR AMME5992
  - Semester 2

- **BMET6995** Advanced Bionics
  - 6 credit points
  - P MECH3921 OR BMET3921 OR MECH5921 OR BMET9921
  - N AMME5995
  - Semester 2

- **CHNG5601** Membrane Science
  - 6 credit points
  - Semester 1

- **CHNG5603** Advanced Process Modelling and Simulation
  - 6 credit points
  - A It is assumed that students have a general knowledge of: (MATH1001 OR MATH1021) AND (MATH1100 OR MATH1023) and (CHNG2802 OR MATH22XX)
  - This course is for Master degree students and also is offered as an elective course for fourth year students. Some lectures may be given by a guest lecturer.
  - Semester 1
<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>CHNG5604 Advanced Membrane Engineering</td>
<td>6</td>
<td>A CHNG5601</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG5605 Bio-Products: Laboratory to Marketplace</td>
<td>6</td>
<td>This course is for Master degree students and also is offered as an elective course for fourth year students.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMPS4546 Visual Analytics</td>
<td>6</td>
<td>A It is assumed that students will have basic knowledge of data structures, algorithms and programming skills.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMPS4242 Information Technology in Biomedicine</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC3305 Digital Signal Processing</td>
<td>6</td>
<td>A Familiarity with basic Algebra, Differential and Integral Calculus, continuous linear time-invariant systems and their time and frequency domain representations, Fourier transform, sampling of continuous time signals.</td>
<td>P ELEC2302</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5514 Networked Embedded Systems</td>
<td>6</td>
<td>A ELEC3305 AND ELEC3506 AND ELEC3607 AND ELEC5508</td>
<td>P ELEC5509</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5701 Technology Venture Creation</td>
<td>6</td>
<td>N ENGG5102</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>HTIN5002 Quality Frameworks for Health Innovation</td>
<td>6</td>
<td>P at least 36cp of 3000-level or higher units and a WAM of 70+</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH5720 Sensors and Signals</td>
<td>6</td>
<td>A Strong MATLAB skills</td>
<td>P MTRX3700</td>
<td>N MECH4720</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MTRX5700 Experimental Robotics</td>
<td>6</td>
<td>A Knowledge of statics and dynamics, rotation matrices, programming and some electronic and mechanical design experience is assumed.</td>
<td>P (AMME3500 OR AMME3950 OR AMME8501) AND MTRX3700</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### Biomedical Engineering Stream Elective units

Select the remaining credit points from the following units of study. Biomedical Specialist Electives may also be counted as Stream Electives.

**AMME2200 Introductory Thermofluids**
- A (MATH1001 OR MATH1021 OR MATH1901 OR MATH1902 OR MATH1903 OR MATH1931 AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933). Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra.
- N AMME2201 OR AMME2262
  - Semester 2

**AMME2261 Fluid Mechanics 1**
- A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra.
- P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933)
- N AMME2200
  - Semester 1

**AMME2262 Thermal Engineering 1**
- A Students are expected to be familiar with basic, first year, integral calculus, differential calculus and linear algebra.
- P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933)
- N AMME2200
  - Semester 2

**AMME2301 Mechanics of Solids**
- P ENGG2182 (AMME1802 OR ENGG1802) AND (MATH1001 OR MATH1021 OR MATH1901 OR MATH1902 OR MATH1903 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1023 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933)
- N CIVL2201
  - Semester 2

**AMME2500 Engineering Dynamics**
- A Familiarity with the MATLAB programming environment
- P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921 OR MATH1906 OR MATH1931) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903 OR MATH1923 OR MATH1907 OR MATH1933) AND ENGG1812 AND AMME1802 OR ENGG1802
  - Semester 1

**AMME3500 System Dynamics and Control**
- P AMME2500
  - Semester 1

**CHNG1103 Conservation of Mass and Energy**
- A HSC Mathematics Extension 1
  - Semester 2

**CHNG2201 Fluid Mechanics**
- A It is assumed that students will be concurrently enrolled in or have already completed CHNG22802 or MATH2XXX
- P CHNG1103
  - Semester 1

**CHNG2283 Heat and Mass Transfer**
- A It is assumed that students will be concurrently enrolled in or have already completed CHNG22801 or equivalent, and (CHNG22802 or MATH2XXX)
- P (MATH1001 OR MATH1021 OR MATH1901 OR MATH1921) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903) AND (MATH1905 OR MATH1905 OR BUSS1020) AND ENNG1801 AND CHNG1103
  - Semester 1

**CHNG2504 Chemical Engineering Thermodynamics**
- A Calculus, linear algebra, numerical methods, computational tools (Matlab, Excel), basic mass and energy balances, heat transfer, mass transfer, momentum (from fluid mechanics), reaction balances.
- P CHNG1103 AND (CHEM1101 OR CHEM1111 OR CHEM1901 OR CHEM1911)
  - Semester 2

**CHNG2805 Engineering for a Sustainable Society**
- A Mass and energy balances, physical chemistry, physics.
- P CHNG1103
  - Semester 2

**CHNG2806 Separation Processes**
- A It is assumed that students will be concurrently enrolled in or have already completed CHNG2804 or equivalent.
- P CHNG1103 AND CHNG2803
  - Semester 2

**CHNG3801 Process Plant Design**
- A Enrolment in this unit of study assumes that all core 2000 level chemical engineering units have been successfully completed.
- P CHNG22801 and CHNG2802 and CHNG2803 and CHNG2804
  - Semester 2

**CHNG3802 Process Dynamics and Control**
- A Enrolment in this unit of study assumes that all core 2000 level chemical engineering units have been successfully completed.
- P CHNG2802 or AMME2960 OR BMET2960
  - Semester 1
<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>CHNG3803 Reaction Engineering</td>
<td>6</td>
<td>A Enrolment in this unit of study assumes that all core 2000 level chemical engineering units have been successfully completed.</td>
<td>P CHNG2801 and CHNG2802 or AMME2960 OR BMTE2960 and CHNG2803</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG3804 Biochemical Engineering</td>
<td>6</td>
<td>A Enrolment in this unit of study assumes that all core 2000 level chemical engineering units have been successfully completed.</td>
<td>P CHNG2801 and CHNG2802 and CHNG2803 and CHNG2804 and CHNG2805 and CHNG2806</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG3805 Particle Processing</td>
<td>6</td>
<td>A Enrolment in this unit of study assumes that all core 2000 level chemical engineering units have been successfully completed.</td>
<td>P CHNG2801 and CHNG2802 and CHNG2803 and CHNG2804 and CHNG2805 and CHNG2806</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG3806 Risk Management for Chemical Engineering</td>
<td>6</td>
<td>A Enrolment in this unit of study assumes that all core 2000 level chemical engineering units have been successfully completed.</td>
<td>P CHNG2801 and CHNG2802 and CHNG2803 and CHNG2804 and CHNG2805 and CHNG2806</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG3807 Products and Value Chains</td>
<td>6</td>
<td>A Enrolment in this unit of study assumes that all core 2000 level chemical engineering units have been successfully completed.</td>
<td>P CHNG2801; CHNG2802; CHNG2803; CHNG2804; CHNG2805; CHNG2806</td>
<td>C CHNG3805; CHNG3806</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG3808 Engineering Macromolecules and Nanocomposites</td>
<td>6</td>
<td>A CHNG2801 and 12 cp of CHEM1XXX</td>
<td>C CHNG3802</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG3809 Laboratory and Industrial Practice</td>
<td>6</td>
<td>C CHNG3802 AND CHNG3803</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG4802 Chemical Engineering Design A</td>
<td>6</td>
<td>A CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3804 AND CHNG3805 AND CHNG3806 AND CHNG3807. Enrolment in this unit of study assumes that all core 3000 level chemical engineering unit of study have been successfully completed.</td>
<td>P CHNG3805 AND CHNG3806 AND CHNG3807</td>
<td>C CHNG3802 AND CHNG3803</td>
<td>N CHNG4203</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG4806 Chemical Engineering Design B</td>
<td>6</td>
<td>A Enrolment in this unit of study assumes that all core 3000 level chemical engineering units of study have been successfully completed, as well as the related first semester UoS CHNG4203 or CHNG4203.</td>
<td>P CHNG4802 or CHNG4203</td>
<td></td>
<td>Department permission required for enrolment prior to CHNG4802 in the case of Mid-Year Entry students.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL3310 Humanitarian Engineering</td>
<td>6</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL3320 Engineering for Sustainable Development</td>
<td>6</td>
<td>P CIVL3310 OR CIVL9310</td>
<td></td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL3330 Global Engineering Field Work</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Intensive July</td>
</tr>
<tr>
<td>COMP2017 Systems Programming</td>
<td>6</td>
<td>P INF0113 OR INF0115 OR INF01905 OR INF01905 OR INF01103</td>
<td>C COMP2123 OR COMP2823 OR INF01105 OR INF01905</td>
<td>N COMP2129</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP2022 Programming Languages, Logic and Models</td>
<td>6</td>
<td>A MATH1004 OR MATH1004 OR MATH1004 OR MATH2069 OR MATH2069</td>
<td>P INF01103 OR INF01903 OR INF01113</td>
<td>N COMP2922</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP2123 Data Structures and Algorithms</td>
<td>6</td>
<td>P INF0110 OR INF01901 OR INF01113 OR DATA1002 OR DATA1902 OR DATA1103 OR INF01903</td>
<td>N INF01105 OR INF01905 OR COMP2823</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP2823 Data Structures and Algorithms (Adv)</td>
<td>6</td>
<td>P INF0110 OR INF01910 OR INF01113 OR DATA1002 OR DATA1902 OR DATA1103 OR INF01903</td>
<td>N INF01105 OR INF01905 OR COMP2123</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP2922 Programming Languages, Logic and Models (Adv)</td>
<td>6</td>
<td>A MATH1004 OR MATH1004 OR MATH1004 OR MATH2069 OR MATH2069</td>
<td>P Distinction level result in INF01103 OR INF01903 OR INF01113</td>
<td>N COMP2022</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP3027 Algorithm Design</td>
<td>6</td>
<td>A MATH1004 OR MATH1004 OR MATH1004</td>
<td>P COMP2123 OR COMP2823 OR INF01105 OR INF01905</td>
<td>N COMP2007 OR COMP2907 OR COMP3927</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP3221 Distributed Systems</td>
<td>6</td>
<td>P INF01105 OR INF01905 OR ((INF01105 OR INF01113) AND (COMP2123 OR COMP2823))</td>
<td>N COMP2123</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP3306 Introduction to Artificial Intelligence</td>
<td>6</td>
<td>A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab)</td>
<td>N COMP3608</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP3419 Graphics and Multimedia</td>
<td>6</td>
<td>A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab)</td>
<td>P Distinction-level results in at least one 2000 level COMP or MATH or SOFT unit</td>
<td>N COMP3308</td>
<td>COMP3308 and COMP3608 share the same lectures, but have different tutorials and assessment (the same type but more challenging).</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP3520 Operating Systems Internals</td>
<td>6</td>
<td>P (COMP2017 OR COMP2129) AND (COMP2123 OR COMP2823 OR INF01105 OR INF01905)</td>
<td>N COMP2123</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP3888 Computer Science Project</td>
<td>6</td>
<td>P (COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922)</td>
<td>N INFO3800 OR COMP3600 OR COMP3615 OR COMP3988</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
</tr>
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<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>COMP3988 Computer Science Project (Advanced)</td>
<td>6</td>
<td>P: (COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922) with Distinction level results in at least one of these units. N: INF03600 OR COMP3615 OR COMP3600 OR COMP3888 Note: Department permission required for enrolment</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP3927 Algorithm Design (Adv)</td>
<td>6</td>
<td>A: MATH1004 OR MATH1064 OR MATH1064 P: COMP2123 OR COMP2823 OR INF01105 OR INF01905 N: COMP2007 OR COMP2907 OR COMP3027 Note: Department permission required for enrolment</td>
<td>Semester 1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>DATA2001 Data Science: Big Data and Data Diversity</td>
<td>6</td>
<td>P: DATA1002 OR DATA1902 OR INF01110 OR INF01910 OR INF01903 OR INF01103 N: DATA2901</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATA2901 Big Data and Data Diversity (Advanced)</td>
<td>6</td>
<td>P: DATA1002 OR DATA1902 OR INF01110 OR INF01903 OR INF01103. Students need Distinction or better in one of the prerequisite units. N: DATA2001</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATA2002 Data Analytics: Learning from Data</td>
<td>6</td>
<td>A: Basic Linear Algebra and some coding P: [DATA1001 or ENVI1001 or ENVI1002] or [MATH10X5 and MATH1115] or [MATH10X5 and STAT2011] or [MATH10X5 and MATH10XX (except MATH1X05]] or [BUSS1020 or ECMT1010 or STAT1021] N: STAT2012 or STAT2912 or DATA2902</td>
<td>Semester 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>DATA2902 Data Analytics: Learning from Data (Adv)</td>
<td>6</td>
<td>A: Basic linear algebra and same coding for example MATH1014 or MATH1002 or MATH102 and DATA1001 or DATA1901 P: A mark of 65 or above in any of the following (DATA1001 or DATA1901 or ENVI1001 or ENVI1002) or (MATH10X5 and MATH1115) or (MATH10X5 and STAT2011) or (MATH1095 and MATH1XXX (except MATH1X05)) or (BUUS1020 or ECMT1020 or STAT1021) N: STAT2012 or STAT2912 or DATA2902</td>
<td>Semester 2</td>
<td></td>
<td></td>
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<tr>
<td>DATA3404 Data Science Platforms</td>
<td>6</td>
<td>A: This unit of study assumes that students have previous knowledge of database structures and of SQL. The prerequisite material is covered in DATA2001 or ISYS2120. Familiarity with a programming language (e.g. Java or C) is also expected. P: DATA2001 OR DATA2901 OR ISYS2120 OR INF0220 OR INF0280 OR INF03304 OR INFO3404 N: INF03304 OR INF03404</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATA3888 Data Science Capstone</td>
<td>6</td>
<td>P: DATA2001 or DATA2901 or DATA2002 or DATA2902 or STAT2912 or STAT2012</td>
<td>Semester 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ELEC2103 Simulation and Numerical Solutions in Eng</td>
<td>6</td>
<td>A: ELEC1103. Understanding of the fundamental concepts and building blocks of electrical and electronics circuits and aspects of professional project management, teamwork, and ethics. N: COSC1001 or COSC1901</td>
<td>Semester 2</td>
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<tr>
<td>ELEC2302 Signals and Systems</td>
<td>6</td>
<td>A: (MATH1001 OR MATH1021) AND MATH1002 AND (MATH1003 OR MATH1023). Basic knowledge of differentiation &amp; integration, differential equations, and linear algebra.</td>
<td>Semester 2</td>
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<tr>
<td>ELEC2602 Digital Logic</td>
<td>6</td>
<td>A: ELEC1601. This unit of study assumes some knowledge of digital data representation and basic computer organisation</td>
<td>Semester 1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ELEC3104 Engineering Electromagnetics</td>
<td>6</td>
<td>A: Differential calculus, integral calculus, vector integral calculus; electrical circuit theory and analysis using lumped elements; fundamental electromagnetic laws and their use in the calculation of static fields.</td>
<td>Semester 1</td>
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<tr>
<td>ELEC3203 Electricity Networks</td>
<td>6</td>
<td>A: This unit of study assumes a competence in level 1000 level MATH (in particular, the ability to work with complex numbers), in elementary circuit theory and in basic electromagnetics.</td>
<td>Semester 1</td>
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<tr>
<td>ELEC3264 Power Electronics and Applications</td>
<td>6</td>
<td>A: 1. Differential equations, linear algebra, complex variables, analysis of linear circuits. 2. Fourier theory applied to periodic and non-periodic signals. 3. Software such as MATLAB to perform signal analysis and filter design. 4. Familiarity with the use of basic laboratory equipment such as oscilloscope, function generator, power supply, etc. 5. Basic electric circuit theory and analysis P: ELEC2104</td>
<td>Semester 1</td>
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<tr>
<td>ELEC3206 Electrical Energy Conversion Systems</td>
<td>6</td>
<td>A: Following concepts are assumed knowledge for this unit of study: familiarity with circuit theory, electronic devices, ac power, capacitors and inductors, and electric circuits such as three-phase circuits and circuits with switches, the use of basic laboratory equipment such as oscilloscope and power supply. P: ELEC3203</td>
<td>Semester 2</td>
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<tr>
<td>ELEC3304 Control</td>
<td>6</td>
<td>A: Specifically the following concepts are assumed knowledge for this unit: familiarity with basic Algebra, Differential and Integral Calculus, Physics; solution of linear differential equations, Matrix Theory, eigenvalues and eigenvectors; linear electrical circuits, ideal op-amps; continuous linear time-invariant systems and their time and frequency domain representations, Laplace transform, Fourier transform. P: ELEC2302 AND (MATH2061 OR MATH2067 OR MATH2021 OR MATH2961 OR MATH2967) OR AMME2000) N: AMME3500</td>
<td>Semester 2</td>
<td></td>
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</tr>
<tr>
<td>ELEC3305 Digital Signal Processing</td>
<td>6</td>
<td>A: Familiarity with basic Algebra, Differential and Integral Calculus, continuous linear time-invariant systems and their time and frequency domain representations, Fourier transform, sampling of continuous time signals. P: ELEC2302</td>
<td>Semester 1</td>
<td></td>
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<tr>
<td>ELEC3404 Electronic Circuit Design</td>
<td>6</td>
<td>A: A background in basic electronics and circuit theory assumed.</td>
<td>Semester 1</td>
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<tr>
<td>ELEC3405 Communications Electronics and Photonics</td>
<td>6</td>
<td>A: ELEC2104. A background in basic electronics and circuit theory is assumed.</td>
<td>Semester 2</td>
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<tr>
<td>ELEC3505 Communications</td>
<td>6</td>
<td>P: ELEC2302. Fourier transform, fundamental in signals and systems theory, convolution, and similar techniques.</td>
<td>Semester 1</td>
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<tr>
<td>ELEC3506 Data Communications and the Internet</td>
<td>6</td>
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<td>Semester 2</td>
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<tr>
<td>ELEC3607 Embedded Systems</td>
<td>6</td>
<td>A: ELEC1601 AND ELEC2602. Logic operations, theorems and Boolean algebra, data representation, number operations (binary, hex, integers and floating point), combinational logic analysis and synthesis, sequential logic, registers, counters, buses systems, state machines, simple CAD tools for logic design, basic computer organisation, the CPU, peripheral devices, software organisation, machine language, assembly language, operating systems, data communications and computer networks. P: ELEC1601 AND ELEC2602 AND (COMP2129 OR COMP2017)</td>
<td>Semester 1</td>
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<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
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<tr>
<td>ELEC3608 Computer Architecture</td>
<td>6</td>
<td>A</td>
<td>P ELEC2802</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC3609 Internet Software Platforms</td>
<td>6</td>
<td>P [INFO1103 OR INFO1110 OR INFO1910] AND (INFO2120 OR INFO2820 OR ISYS2120) AND N EBUS3003</td>
<td>Semester 2</td>
<td></td>
<td></td>
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<tr>
<td>ELEC3610 E-Business Analysis and Design</td>
<td>6</td>
<td>N EBUS3003</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
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<tr>
<td>ELEC3702 Management for Engineers</td>
<td>6</td>
<td>N ENGG3005 or MECH3681</td>
<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>ELEC3802 Fundamentals of Biomedical Engineering</td>
<td>6</td>
<td>A (ELEC2004 or ELEC2104) A knowledge of basic electrical engineering is required: Ohm's law, Thévenin and Norton's theorems, basic circuit theory involving linear resistors, capacitors and inductors, a basic knowledge of bipolar and field effect transistor theory, simplified theoretical mechanism of operation of transformers.</td>
<td>Semester 1</td>
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<tr>
<td>ELEC3803 Bioelectronics</td>
<td>6</td>
<td>P ELEC2104 or ELEC2602.</td>
<td></td>
<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>ENGG3800 Industry and Community Projects</td>
<td>6</td>
<td>A Upper-level disciplinary knowledge. Required knowledge will vary by project. Note: Department permission required for enrolment</td>
<td>Intensive December, Intensive February, Intensive January, Intensive July, Semester 1, Semester 2</td>
<td></td>
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<tr>
<td>INFO1113 Object-Oriented Programming</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 N INFO1103 OR INFO1105 OR INFO1905</td>
<td>Semester 1 Semester Main</td>
<td></td>
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<tr>
<td>INFO2150 Introduction to Health Data Science</td>
<td>6</td>
<td>A Basic knowledge of Entity Relationship Modelling, database technology and SOL</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>INFO2911 IT Special Project 2A</td>
<td>6</td>
<td>P [85% average in IT units of study in previous year] AND [Permission from the School of IT] Note: Department permission required for enrolment</td>
<td>Semester 1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>INFO2912 IT Special Project 2B</td>
<td>6</td>
<td>P [85% average in IT units of study in previous year] AND [Permission from the School of IT] Note: Department permission required for enrolment</td>
<td>Semester 2</td>
<td></td>
<td></td>
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<tr>
<td>INFO3315 Human-Computer Interaction</td>
<td>6</td>
<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>INFO3616 Principles of Security and Security Eng</td>
<td>6</td>
<td>A [INFO1110 OR INFO1910] AND [INFO1112 AND [INFO1113 AND MATH1064, Knowledge equivalent to the above units is assumed. This means good programming skills in Python or a C-related language, basic networking knowledge, and skills from discrete mathematics. A technical orientation is absolutely required, especially capacity to become familiar with new technology without explicit supervision. N ELEC5616 OR INFO2315</td>
<td>Semester 2</td>
<td></td>
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</tr>
<tr>
<td>INFO3911 IT Special Project 3A</td>
<td>6</td>
<td>P [85% average in IT units of study in previous year] AND [Permission from the School of IT] Enrolment by department permission for students with 85% average in School of IT units plus minimum 75% average in other units</td>
<td>Semester 1</td>
<td></td>
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</tr>
<tr>
<td>INFO3912 IT Special Project 3B</td>
<td>6</td>
<td>P [85% average in IT units of study in previous year] AND [Permission from the School of IT] Note: Department permission required for enrolment Enrolment by department permission for students with 85% average in School of IT units plus minimum 75% average in other units</td>
<td>Semester 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ISYS2110 Analysis and Design of Web Info Systems</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 N INFO2110</td>
<td>Semester 1</td>
<td></td>
<td></td>
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<tr>
<td>ISYS2120 Data and Information Management</td>
<td>6</td>
<td>A Programming skills P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 OR INFO1003 OR DECO1012</td>
<td>Semester 2</td>
<td></td>
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</tr>
<tr>
<td>ISYS2160 Information Systems in the Internet Age</td>
<td>6</td>
<td>A INFO1003 OR INFO1103 OR INFO1903 OR INFO1113 N ISYS2140</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>ISYS3888 Information Systems Project</td>
<td>6</td>
<td>P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160) N INFO3900 OR ISYS3207 OR ISYS3400</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>ISYS3401 Information Technology Evaluation</td>
<td>6</td>
<td>P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160)</td>
<td>Semester 1</td>
<td></td>
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<tr>
<td>ISYS3402 Decision Analytics and Support Systems</td>
<td>6</td>
<td>A Database Management AND Systems Analysis and Modelling</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>MECH2400 Mechanical Design 1</td>
<td>6</td>
<td>A ENGG1801 and ENGG1802 (AMME1802 OR ENGG1802), HSC Maths and Physics</td>
<td>Semester 2</td>
<td></td>
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</tr>
<tr>
<td>BME12400 Mechanical Design 1</td>
<td>6</td>
<td>A ENGG1801 and ENGG1802 (AMME1802 OR ENGG1802), HSC Maths and Physics</td>
<td>Semester 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MECH3260 Thermal Engineering 2</td>
<td>6</td>
<td>A Fundamentals of thermodynamics and fluid mechanics are needed to begin this more advanced course P AMME2200 OR AMME2262.</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECH3261 Fluid Mechanics 2</td>
<td>6</td>
<td>P AMME2200 OR (AMME2261 AND AMME2262)</td>
<td>Semester 1</td>
<td></td>
<td></td>
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<tr>
<td>MECH3361 Mechanics of Solids 2</td>
<td>6</td>
<td>P AMME2301 AND (AMME1362 OR AMME2302 OR CIVL2110)</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
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<tr>
<td>MECH3362 Materials 2</td>
<td>6</td>
<td>A (1) A good understanding of basic knowledge and principles of material science and engineering from Materials I and mechanics of solids for simple structural elements (in tension, bending, torsion); (2) Reasonable mathematical skills in calculation of stresses and strains in simple structural elements.</td>
<td>P AMME2301 AND (AMME2302 OR AMME1362 OR CIVL2110)</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH5311 Microscopy and Microanalysis of Materials</td>
<td>6</td>
<td>A AMME1362 OR CIVL2110</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MTRX1702 Mechatronics 1</td>
<td>6</td>
<td>A MTRX1701</td>
<td>N ELEC1101 or ELEC2802 or COSC1902 or COSC1002</td>
<td></td>
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<td>Semester 2</td>
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<tr>
<td>MTRX1705 Introduction to Mechatronic Design</td>
<td>6</td>
<td></td>
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<td>Semester 2</td>
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<tr>
<td>MTRX2700 Mechatronics 2</td>
<td>6</td>
<td>A MTRX1701 and MTRX1705. Students are assumed to know how to program using the C programming language. Additionally, students should understand the basic concepts behind simple digital logic circuits.</td>
<td>P MTRX1702 AND MTRX1705</td>
<td>N ELEC2601 or ELEC3607</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>MTRX3700 Mechatronics 3</td>
<td>6</td>
<td>A Completion of a first course in microprocessor systems, including assembly and C language programming, interfacing, introductory digital and analogue electronics.</td>
<td>P MTRX2700</td>
<td>N MECH4710</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MTRX3760 Mechatronic Systems Design</td>
<td>6</td>
<td>P MTRX2700</td>
<td></td>
<td></td>
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<td>Semester 2</td>
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<tr>
<td>SOFT2201 Software Construction and Design 1</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905</td>
<td>N INFO3220</td>
<td></td>
<td></td>
<td>Semester 2</td>
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<tr>
<td>SOFT2412 Agile Software Development Practices</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905</td>
<td></td>
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<td>Semester 2</td>
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<tr>
<td>SOFT3202 Software Construction and Design 2</td>
<td>6</td>
<td>P SOFT2201</td>
<td>N INFO3220</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>SOFT3410 Concurrency for Software Development</td>
<td>6</td>
<td>P INFO1105 OR INFO1905 OR ([INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823)) Note: Department permission required for enrolment</td>
<td></td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>SOFT3888 Software Development Project</td>
<td>6</td>
<td>A [18CP 2000-level or above units from SOFT, COMP or INFO]</td>
<td>N SOFT3413</td>
<td></td>
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<td>Semester 2</td>
</tr>
</tbody>
</table>

A maximum of 48 credit points should be chosen from the Biomedical Stream Electives. A maximum of 12 credit points can be taken as General Engineering Electives.

Refer to the relevant Major Table for requirements to complete that major within the Biomedical Engineering stream.

For a standard enrolment plan for Biomedical Engineering visit CUSP (https://cusp.sydney.edu.au).
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Kevin Walton, Associate Dean, Professional Law Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Cameron Stewart, A/Head of School and Dean, Sydney Law School</td>
</tr>
<tr>
<td>Proposal / Paper Title</td>
<td>Sydney Law School: Proposed changes to the Bachelor of Laws</td>
</tr>
<tr>
<td>Proposed Year of Implementation</td>
<td>2020</td>
</tr>
<tr>
<td>Faculty Approval Date</td>
<td>24 May 2019</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Dr Kevin Walton, Associate Dean (Professional Law Programs), Sydney Law School</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board:
(1) approve the proposal from Sydney Law School to amend the Bachelor of Laws; and
(2) approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

The purpose of this proposal is to make minor changes to the Bachelor of Laws course resolutions in order to ensure compliance with University policy, and to remove any ambiguity in the interpretation of the resolutions.

The proposed changes seek to:

i. Amend the resolutions on suspension to ensure consistency with the amendments made to Part 13 of the Coursework Policy 2014;

ii. Clarify the resolutions on cross-institutional study; and

iii. Clarify the resolutions on credit for previous study.

ATTACHMENTS

1. Minor Course Amendment Proposal (Bachelor of Laws)
Minor Course Amendment Proposal

Faculty: The University of Sydney Law School
Contact person: Dr Kevin Walton, Associate Dean (Professional Law Programs)

1. Name of award course
   Bachelor of Laws

2. Purpose of proposal
   To amend the LLB resolutions (i) to make the language in the resolutions consistent with the Learning and Teaching Policy 2015; (ii) to clarify the resolutions on cross-institutional study; (iii) to make the resolutions on suspension consistent with Part 13 of the Coursework Policy 2014; and (iv) to clarify the resolutions on credit for previous study.

3. Details of amendment

   8 Cross-institutional study
   In addition to the provisions for cross-institutional study described in the resolutions of the University of Sydney Law School, cross-institutional study is only available under the following terms:
   (a) Candidates are not permitted to undertake any core unit or Part 2 elective (Jurisprudence) on a cross-institutional basis;
   (b) Candidates must have completed a minimum of 48 credit points towards the Bachelor of Laws before undertaking any cross-institutional study;
   (c) Candidates can receive a maximum of 24 credit point for cross-institutional study;
   (d) Candidates must satisfy the usual progression rules and maximum enrolment requirements;
   (e) The proposed cross-institutional unit must be offered within another Bachelor of Laws or Juris Doctor or Master of Laws program at an approved law school;
   (f) Candidates who apply in their penultimate year cannot enrol in more than 12 credit points of cross-institutional study in that year;
   (g) Candidates who apply in their penultimate year cannot enrol in a cross-institutional unit that is offered within a Master of Laws program.
   (2) Cross-institutional study is regarded as another form of credit and will be counted as such when considering eligibility.
   (3) The resolutions on cross-institutional study apply to study on exchange or study abroad that is undertaken during the final year of the degree.

   9 Suspension, discontinuation and lapse of candidature
   (1) Candidates are entitled to suspend their law candidature enrolment on up to two separate occasions during their candidature and for up to one year in total. The Head of School and Dean may permit a further suspension of one year in exceptional circumstances. Suspensions exceeding two years in total will not be permitted. Any further suspension must be approved by the Associate Dean and will only be approved except in cases of serious illness or misadventure.
   (2) Candidates will not be permitted to suspend in order to complete another award course unless they can provide evidence that the award course can be completed within two years and they have not previously suspended.

   10 Credit for previous study
   (1) The following credit provisions apply to the Bachelor of Laws only. Credit for non-law units is covered by the resolutions for the degree combined with the Bachelor of Laws.
   (2) A candidate may be granted a maximum of 48 credit points towards the requirements of the Bachelor of Laws. Of these, a maximum of 24 credit points of non-specific credit may be granted in lieu of elective units (excluding the compulsory Jurisprudence requirement).
   (a) Specific credit will only be granted for equivalent core units of study undertaken as part of a Bachelor of Laws degree at an approved Australian law school.
   (b) A maximum of 24 credit points of non-specific credit may be granted for elective units (excluding the Jurisprudence requirement) undertaken as part of a Bachelor of Laws degree or equivalent award course at an approved law school.
   (3) A candidate may be granted credit for law units of study under the following conditions:
(a) The unit of study was offered as part of a Bachelor of Laws or equivalent award course within a law school at an approved institution; and
(b) The unit has similar assessment requirements to units offered by the School.

(4) A candidate may not be granted credit for units of study:
(a) for which the result is Terminating Pass, Conceded Pass or equivalent; or
(b) which have been relied upon to qualify for the award of another degree or qualification.

The only exceptions made are for units of study which were undertaken as part of a Combined Law degree program and credited toward the non-law component of that program, or units taken as part of a completed overseas legal qualification.

(5) Candidates who have completed a law degree or equivalent professional legal qualification from a recognised law school outside Australia may be granted up to 42 credit points of non-specific credit, but will be required to complete all compulsory units listed in the University of Sydney Law School Undergraduate Table.

4. Transitional arrangements
No transitional arrangements are required.

5. Other relevant information

6. Signature of Dean

----------------------------------
Date: 11/06/2019

Professor Cameron Stewart
A/Head of School and Dean
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 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.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGLAWLAW-01</td>
<td>Bachelor of Laws</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

Admission to this course is available through a combined degree program only. The degrees combined with the Bachelor of Laws are:

(a) Bachelor of Arts
(b) Bachelor of Commerce
(c) Bachelor of Economics
(d) Bachelor of Engineering
(e) Bachelor of Science

4 Requirements for the pass degree

1. The units of study that may be taken for the course are set out in the Sydney Law School Undergraduate Table.
2. To qualify for the award of the pass degree, a candidate must successfully complete 144 credit points taken from the Sydney Law School Undergraduate Table, comprising:
   (a) 102 credit points of core units of study (including specified units of study worth 0 credit points); and
   (b) 42 credit points of elective units of study, of which a maximum of 36 credit points are taken from Part 1 and a minimum of 6 credit points are taken from Part 2.
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,
   (a) 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.
   (b) enrolment in LAWS6000/JURS6000 units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws.
   (c) students may only enrol in LAWS6000/JURS6000 units listed in the Bachelor of Laws Elective units of study Table.
4. A candidate may substitute one core unit of study with one elective unit of study in each semester of their penultimate year. Where such a replacement has occurred, a candidate must enrol in the deferred core unit(s) in their final year of the program. A candidate may not enrol in more than two electives in total in their penultimate year.

5 Requirements for the Honours degree

1. 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. Admission requires a minimum WAM of at least 75 in core Law units of study completed to that point, with the exception of the unit of study Foundations of Law. Results in elective units will not be included in the WAM. Places in the Honours program are limited by available resources and entry is competitive. A higher WAM may be necessary for entry in any given year.
2. To qualify for the award of the Honours degree, a candidate must successfully complete 144 credit points taken from the Sydney Law School Undergraduate Table, comprising:
   (a) 102 credit points of core units of study (including specified units of study worth 0 credit points); and
   (b) 30 credit points of elective units of study, of which a maximum of 24 credit points are taken from Part 1 and a minimum of 6 credit points are taken from Part 2; and
   (c) 12 credit points of Honours dissertation units of study.
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,
   (a) 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.
   (b) enrolment in LAWS6000/JURS6000 units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws.
   (c) students may only enrol in LAWS6000/JURS6000 units listed in the Bachelor of Laws Elective units of study Table.
4. The award of Honours also requires the completion of the combined degree in the standard minimum full time duration for that combined program. The grade of Honours will be determined by the candidate’s Honours WAM (HWAM).
5. The HWAM is calculated from a minimum of 96 credit points of Law units of study, including all core and elective units of study undertaken at the University of Sydney, with the exception of the unit of study Foundations of Law. The Honours units carry a weighting of two while all other units carry a weighting of one.

6 Award of the degree

1. The Bachelor of Laws is awarded in the grades of either Pass or Honours. The Honours degree is awarded in either First Class or Second Class, as specified below:
23 July 2019

Academic Board

Item 8 Report of USC

Page 38 of 104

(2) Candidates in the Honours program who do not meet the requirements of the award of Honours, but who in all other respects have satisfied the requirements for the degree, will be awarded the pass degree.

(3) Each semester Pass and Honours graduands will be ranked together by WAM to determine a graduation merit ranking. This ranking is not recorded on testamurs or transcripts.

7 University medal

A candidate who qualifies for first class honours may be awarded a University medal. The medal is awarded at the discretion of the School Honours Committee to the highest achieving candidate(s) whose work is of outstanding merit.

8 Cross-institutional study

In addition to the provisions for cross-institutional study described in the resolutions of the University of Sydney Law School, cross-institutional study is only available under the following terms:

(a) Candidates are not permitted to undertake any core unit or Part 2 elective (Jurisprudence) on a cross-institutional basis;
(b) Candidates must have completed a minimum of 48 credit points towards the Bachelor of Laws before undertaking any cross-institutional study;
(c) Candidates can receive a maximum of 24 credit point for cross-institutional study;
(d) Candidates must satisfy the usual progression rules and maximum enrolment requirements;
(e) The proposed cross-institutional unit must be offered within another Bachelor of Laws or Juris Doctor or Master of Laws program at a law school approved by Sydney Law School;
(f) Candidates who apply in their penultimate year cannot enrol in more than 12 credit points of cross-institutional study in that year.
(g) Candidates who apply in their penultimate year cannot enrol in a cross-institutional unit that is offered within a Masters of Laws program.

(2) Cross-institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

(3) The resolutions on cross-institutional study apply to study on exchange or study abroad that is undertaken during the final year of the degree.

9 Suspension, discontinuation and lapse of candidature

(1) Candidates are entitled to suspend their law candidature in accordance with Section 57 of the Coursework Policy 2014. The Head of School and Dean may permit a further suspension of one year in exceptional circumstances. Suspensions exceeding two years in total will not be approved except in cases of serious illness or misadventure.

(2) Candidates will not be permitted to suspend in order to complete another award course unless they can provide evidence that the award course can be completed within two years and they have not previously suspended. Further suspension must be approved by the Associate Dean and will only be approved in cases of serious illness or misadventure.

10 Credit for previous study

(1) The following credit provisions apply to the Bachelor of Laws only. Credit for non-law units is covered by the resolutions for the degree completed with the Bachelor of Laws.

(2) A candidate may be granted a maximum of 48 credit points towards the requirements of the Bachelor of Laws. Of those, a maximum of 24 credit points of non-specific credit may be granted in lieu of elective units (excluding the compulsory Jurisprudence requirement).

(a) Specific credit will only be granted for equivalent core units of study undertaken as part of a Bachelor of Laws degree at an approved Australian law school.

(b) A maximum of 24 credit points of non-specific credit may be granted for elective units (excluding the Jurisprudence requirement) undertaken as part of a Bachelor of Laws degree or equivalent award course at a law school approved by Sydney Law School.

(3) A candidate may be granted credit for law units of study under the following conditions which have similar assessment requirements to units offered by the School.

The unit of study was offered as part of a Bachelor of Laws or equivalent award course within a law school at an approved institution; and

The unit has similar assessment requirements to units offered by the School.

(a) for which the result is Terminating Pass, Conceded Pass or equivalent; or
(b) which have been relied upon to qualify for the award of another degree or qualification.

The only exceptions made are for units of study which were undertaken as part of a Combined Law degree program and credited toward the non-law component of that program, or units taken as part of a completed overseas legal qualification.

Candidates who have completed a law degree or equivalent professional legal qualification from a recognised law school outside Australia may be granted up to 42 credit points of non-specific credit, but will be required to complete all core units listed in the University of Sydney Law School Undergraduate Table.

11 Transitional provisions

(1) These resolutions apply to candidates who commenced their candidature on or after 1 January 2020.

(2) All students who commenced their candidature prior to 1 January 2020 will have the option to transfer to the new resolutions, or remain with the old resolutions. Subject to sub-rule (3), candidates who commenced prior to 1 January 2017 should complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2022. The School may specify a later date for completion or specify alternative requirements for completion of candidates that extend beyond this time.

(3) For all students who commenced their candidature prior to 1 January 2017, eligibility for the award of Honours will depend upon the time at which the student completes the requirements for the award of the degree. Notwithstanding sub-rule (2), where a student completes these requirements after 31 July 2022, the award of Honours will be solely determined according to the requirements stated in clause 5 of these resolutions.
## Non-Confidential

<table>
<thead>
<tr>
<th><strong>Author</strong></th>
<th>Jane Conway, Senior Manager Education, Faculty of Medicine and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reviewer/Approver</strong></td>
<td>Professor Inam Haq, Associate Dean Education, Faculty of Medicine and Health</td>
</tr>
<tr>
<td><strong>Paper title</strong></td>
<td>Amended Course Resolutions to reflect the new organisational structure of the Faculty of Medicine and Health (FMH) from 2020 and consequent changes to the Faculty Resolutions.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Approval is sought for the amended Course Resolutions to reflect the new organisational structure of the Faculty of Medicine and Health from 2020 and consequent changes to the Faculty Resolutions. These include and incorporate amended Course Resolutions from the Faculty of Health Sciences (FHS).</td>
</tr>
</tbody>
</table>

### RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Medicine & Health and the Faculty of Health Sciences to amend the Bachelor of Pharmacy, Bachelor of Pharmacy (Honours), Bachelor of Pharmacy & Management, Bachelor of Pharmacy & Management (Honours), Bachelor of Arts / Master of Nursing, Bachelor of Nursing (Advanced Studies), Bachelor of Nursing (Honours), Bachelor of Science (Health) / Master of Nursing, Bachelor of Science / Master of Nursing, Bachelor of Oral Health, Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise & Sport Science), Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise & Sport Science), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy) and Bachelor of Applied Science (Speech Pathology);

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

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

### EXECUTIVE SUMMARY

Changes have been made to the existing FMH and FHS Course Resolutions to reflect the new Faculty of Medicine and Health organisational structure. The aim of this work is to display the new and complete FMH structure in the 2020 Handbook and incorporate the Faculty of Health Sciences as a School. Changes to the Course Resolutions have also been required as a consequence of establishing new and revised Faculty Resolutions.

The Sydney Pharmacy School; Sydney Nursing School, Sydney Dental School and Faculty of Health Sciences have reviewed and refined the Course Resolutions for their respective Undergraduate Coursework programs to give full expression to the new FMH structure. These are:

**Pharmacy Undergraduate**
- Bachelor of Pharmacy
- Bachelor of Pharmacy (Honours)
- Bachelor of Pharmacy and Management
- Bachelor of Pharmacy and Management (Honours)

**Nursing Undergraduate**
- Bachelor of Arts/Master of Nursing
- Bachelor of Nursing (Advanced Studies)
- Bachelor of Nursing (Honours)
- Bachelor of Science (Health)/Master of Nursing
Non-Confidential
- Bachelor of Science/Master of Nursing

Dentistry Undergraduate
- Bachelor of Oral Health

Faculty of Health Sciences (Undergraduate)
- Bachelor of Applied Science (Diagnostic Radiography)
- Bachelor of Applied Science (Exercise and Sport Science)
- Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science)
- Bachelor of Applied Science (Exercise Physiology)
- Bachelor of Applied Science (Occupational Therapy)
- Bachelor of Applied Science (Physiotherapy)
- Bachelor of Applied Science (Speech Pathology)

ATTACHMENTS

PDF Files:
- FMH_MCAP_CE_UGSC_combined_2019.06.11_REVISED.pdf
- FHS_MCAP_undergraduate_Course Resolutions
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Narelle Da Costa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Prof. Inam Haq</td>
</tr>
<tr>
<td>Paper title</td>
<td>Sydney Pharmacy School: Minor Course Amendment Proposal</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this proposal is to seek approval of the Undergraduate Studies Committee for amendments to the Senate Resolutions and Course Resolutions for undergraduate coursework degrees.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee review and approve the amendments of the Senate and Course Resolutions for the following degree programs:

Bachelor of Pharmacy (Attachment 1)
Bachelor of Pharmacy (Honours)
Bachelor of Pharmacy and Management (Attachment 2)
Bachelor of Pharmacy and Management (Honours)

EXECUTIVE SUMMARY

It is proposed that these changes to the Senate and Course Resolutions will be effective from 2020.

BACKGROUND / CONTEXT

As Sydney Pharmacy School will no longer have Faculty Resolutions from 2020, information pertaining to Pharmacy undergraduate coursework degrees within the previous Pharmacy Faculty Resolutions and Local Provisions will be migrated to the Course Resolutions.

CONSULTATION

The changes were approved by the FMH Educational Committee via circulation and the FMH Faculty Board approved the changes on 11 April 2019.

IMPLEMENTATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

COMMUNICATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

ATTACHMENTS

Attachments (1 - 2) outline the amendments to the Course Resolutions for each undergraduate coursework degree.
Minor Course Amendment Proposal – Course Resolutions and Senate Resolutions

Faculty: Faculty of Medicine and Health (Sydney Pharmacy School)

Contact person:

1. **Name of award course**
   - Bachelor of Pharmacy
   - Bachelor of Pharmacy (Honours)
   - Bachelor of Pharmacy and Management
   - Bachelor of Pharmacy and Management (Honours)

2. **Purpose of proposal**
   To amend the Senate Resolutions and Course resolutions of the degrees to update references of Faculty to School and migrate information from previous Faculty Resolutions and Local Provisions.

3. **Details of amendment**
   **Course Resolutions**
   Bachelor of Pharmacy/Bachelor of Pharmacy (Honours) – amend references of Faculty to School and references of Dean to Head of School and Dean and include the following in the Course Resolutions: Time Limits (Clause 6), Credit for previous study (Clause 6), International Exchange (Clause 7), Attendance requirements (Clause 8), Re-assessment provisions (Clause 10), Award of Honours degree (Clause 14), University Medal (Clause 15).

   Bachelor of Pharmacy and Management/Bachelor of Pharmacy and Management (Honours) – amend references of Faculty to School and references of Dean to Head of School and Dean and include the following in the Course resolutions: Time Limits (Clause 6), Credit for previous study (Clause 6), International Exchange (Clause 7), Attendance requirements (Clause 8), Re-assessment provisions (Clause 10), Award of Honours degree (Clause 14) and University Medal (Clause 15).

   **Senate Resolutions** - amend references of Faculty of Pharmacy to Faculty of Medicine and Health or School of Pharmacy.

4. **Transitional arrangements**
   These changes will apply to candidates from 2020.

5. **Other relevant information**
   The Bachelor of Pharmacy Third Year Local Provision 2013 and the Final Year Assessment Provision 2016 have also been incorporated into the Course resolution changes.

6. **Signature of Head of School and Dean**
   [Signature]
   Professor Andrew McLachlan
Bachelor of Pharmacy

Bachelor of Pharmacy (Honours)

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

Course resolutions

1 Course codes

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</thead>
<tbody>
<tr>
<td>BUPHARMA-01</td>
<td>Bachelor of Pharmacy</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

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 Policy) or on the basis of Flexible Entry Admission as set out in Admissions section of the Coursework Policy.

4 Requirements for award

(1) The units of study that may be taken for the course are set out in the Units of Study table for the Bachelor of Pharmacy.

(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points, including:

(a) 144 core credit points in the first three years (including PHAR3100); and

(b) an additional 48 credit points consisting of 18 credit points of core units (including PHAR4100) and 30 credit points of 4000-level units from either:

(i) 48 credit points of core coursework units of study; or

(ii) 24 credit points of core Honours units of study plus 24 credit points of major units of study; or

(iii) Industrial Placement or International Exchange elective units of study.

5 Time Limits

(1) A student must complete all the requirements for a bachelor's degree or undergraduate advanced diploma within ten calendar years of first enrolment.

(2) All time limits include any period(s) of suspension.

6 Credit for previous study

For units of study offered by the Sydney Pharmacy School, credit will not usually be granted for recognised prior learning older than five years at the time of first enrolment in the unit or course for which credit is sought. For other units of study credit transfer is subject to the provisions of the Coursework Policy.

7 International Exchange

Exchange for pharmacy students is not straightforward due to the strict requirements of the pharmacy courses. For students enrolled in the international elective of the Bachelor of Pharmacy, international exchange is permitted in semester 2 of the final year.

8 Attendance requirements

(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 85% of compulsory activities for a unit of study, unless granted exemption by the Head of School and Dean. Associate Dean or coordinator. The Head of School and Dean, Associate Dean or coordinator most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90%.

9 Additional requirements prior to commencing clinical placements

(1) Information about the procedures for gaining clearance for clinical placements will be provided after enrolment.

(2) Student clearance for clinical placements

The New South Wales Department of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check according to NSW Health policy.

All students should complete a prohibited employment declaration as required by the NSW Commission for Children and Young People.

(3) Immunisation

All students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NSW Health guidelines.
10 Re-assessment

(1) Re-assessment may be permitted if students in their final year fail a single compulsory assessment resulting in a grade of fail in only that unit of study, preventing them from completing the degree that year. A grade of 50 Pass is the maximum grade a student can achieve if they pass the re-assessment.

(a) The re-assessment will be in the form determined by the School. This may include one or more of the following, or other tasks as specified by the School:

(i) supplementary examinations

(ii) additional placements

(iii) tutorials

(iv) lectures

(v) laboratory sessions.

(2) Re-assessment for final year students will be conducted during the Replacement Exam period at the end of semester two.

(3) Final year students who do not meet the requirements of 10(1), will not be permitted to undertake re-assessments and must re-enrol in, and successfully complete, the failed units of study.

(4) Students enrolled in PHAR3000-level units may be permitted re-assessment for two compulsory components (main exam or OSCE) provided they have met the School attendance requirements.

(a) A student may not undertake more than one supplementary assessment for the same compulsory component.

(b) Supplementary assessments for PHAR3000-level units will be offered to eligible students at the end of the year.

(c) Students who pass the supplementary assessment will receive a pass grade and mark of 50 percent for that assessment, or if the assessment is worth more than 50 percent of the unit of study, a pass grade and mark of 50 for the whole unit of study.

(d) Students who have been approved for special consideration may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation, and in any case normally not longer than 3 months after the original examination or submission date. After this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for re-assessment where special consideration is approved.

11 Progression rules

(1) Candidates may not take a second year unit of study until they have successfully completed the first year units of study, prescribed by the School as qualifying or prerequisite units of study for the second year, as set out in the Units of Study table.

(2) Candidates who fail only one first year unit of study and have no previous record of failure in the degree, who have an annual average mark (AAM) of [greater than or equal to] 60 for first year, may apply to the Head of School and Dean for a prerequisite waiver which would allow enrolment in the full complement of second year units of study, together with the failed unit of study, successfully completed the first year units of study, prescribed by the Faculty as qualifying or prerequisite units of study for the second year, as set out in the Units of Study table.

(3) Candidates may not take a third year unit of study until they have successfully completed all the first year units of study, and successfully completed the second year units of study, prescribed by the Faculty/School as qualifying or prerequisite units of study for the third year, as set out in the Units of Study table.

(4) Candidates may not take a fourth year unit of study until they have successfully completed all the third year units of study, as set out in the Units of Study table except as permitted by 11(5).

(5) Candidates who fail only one third year unit of study (except PHAR3820, PHAR3815, PHAR3825), and who have an annual average mark (AAM) of [greater than or equal to] 60 for third year, may apply to the Head of School and Dean for a prerequisite waiver which would allow enrolment in the full complement of subsequent year units of study, together with the failed unit of study. This condition applies only to a fail in a single unit of study, not to the OSCE (Objective Structured Clinical Examination), which is a barrier examination and a component of all units of study (except PHAR3815, PHAR3825, and PHAR3100 and PHAR3200). Candidates who fail the OSCE will not be entitled to apply for a prerequisite waiver and will be required to satisfactorily repeat ALL third year units of study (with the exception of PHAR3815, PHAR3825, and PHAR3100 and PHAR3200) if these Units of Study have already been passed.

12 Electives

(1) Completion of an elective major is not a requirement of the course. Candidates have the option of completing one major elective. An elective major requires the completion of 24 credit points chosen from units of study listed in the table for that major elective. The major electives that may be available are:

(a) Prencil/Placement

(b) Industrial International Exchange

13 Requirements for the Honours degree

(1) The Head of School and Dean may admit a student to the integrated Honours program if:

(a) a student has no fail or absent fail results; and
(b) has a WAM of at least 65 in second and third year units of study; and
(c) an academic staff member has agreed to supervise the student’s Honours research project; and
(d) the student has met the requirements stated in the Pharmacy Professionalism Expectations Provisions 2017.

(2) Honours students can progress to second semester Honours only if they obtain a credit average in their first semester marks. Students who fail this requirement will go back to the Pass course level stream, fourth year second semester.

14 Award of the degree

(1) The Bachelor of Pharmacy is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes according to the conditions specified in the Resolutions for the Faculty of Pharmacy.

(2) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the Pass degree. To qualify for the award of the honours degree a candidate must:

(a) complete the requirements for the pass degree but include the alternative 30 credit point honours pathway described in the Units of Study table for the degree;

(b) normally be of no more than four years standing in the degree; and

(c) normally have no fail or absent fail results.

(3) The level of honours will be determined by both the honours mark and the HWAM as indicated in the table below. If the honours mark and HWAM indicate a different level of honours, the lesser level will be awarded.

<table>
<thead>
<tr>
<th>Level of honours</th>
<th>Honours mark</th>
<th>HWAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>mark [greater than or equal to] 85</td>
<td>mark [greater than or equal to] 75</td>
</tr>
<tr>
<td>Second Class, Division 1</td>
<td>mark [greater than or equal to] 80</td>
<td>mark [greater than or equal to] 70</td>
</tr>
<tr>
<td>Second Class, Division 2</td>
<td>mark [greater than or equal to] 75</td>
<td>mark [greater than or equal to] 65</td>
</tr>
<tr>
<td>Level of honours</td>
<td>Honours mark</td>
<td>HWAM</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt; 75</td>
<td>mark &lt; 65</td>
</tr>
</tbody>
</table>

4. A candidate for the Honours program who does not meet the requirements for the award of honours shall be awarded the pass degree.

5. HWAM means the Honours Weighted Mark calculated from results for all 2000, 3000 and 4000 level units attempted for the degree, weighted 2, 3 and 4 for their respective levels. The Honours units of study are given a weighting of 8 in this calculation.

15 University Medal

A student who is awarded Honours Class I and achieves a minimum final honours mark of 90 or greater in both honours units of study, and who also achieves a final WAM of 85 or greater over the entire degree, may be awarded a University Medal. The calculation of the final honours mark will be based on a 20 per cent weighting of the mark awarded for PHAR4815 and an 80 per cent weighting on the mark awarded for PHAR4830. The medal is awarded at the discretion of the School to the highest achieving students who in the opinion of the School have an outstanding academic record, in accordance with the Coursework Policy.

16 Transitional provisions

These resolutions apply to all students enrolled in all years of the Bachelor of Pharmacy from 1 January 2019 to 2020.
Bachelor of Pharmacy and Management

Bachelor of Pharmacy and Management (Honours)

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

Course resolutions

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<tr>
<td>BUPHAMGT-01</td>
<td>Bachelor of Pharmacy and Management</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

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 the special admissions provisions as set out in the Coursework Policy).

4 Requirements for award

(1) The units of study that may be taken for the course are set out in the Units of Study table for the Bachelor of Pharmacy and Management.

(2) To qualify for the award of the pass degree, a candidate must complete 240 credit points, comprising of:

   (a) 192 credit points of core units of study in the first four years (including PHAR3100); and

   (b) an additional 48 credit points consisting of 18 credit points of core units (including PHAR4100) and 30 credit points from either:

      (i) 48 credit points of core Year 5 coursework units of study; or

      (ii) 24 credit points of core Year 5 Honours units of study; or

      (iii) Year 5 elective units of study.

5 Time Limits

(1) A student must complete all the requirements for a bachelor's degree or undergraduate advanced diploma within ten calendar years of first enrolment.

(2) All time limits include any period(s) of suspension.

6 Credit for previous study

For units of study offered by the Sydney Pharmacy School, credit will not usually be granted for recognised prior learning older than five years at the time of first enrolment in the unit or course for which credit is sought. For other units of study credit transfer is subject to the provisions of the Coursework Policy.

7 International Exchange

Exchange for pharmacy students is not straightforward due to the strict requirements of the pharmacy courses. For students enrolled in the international elective of the Bachelor of Pharmacy and Management, international exchange is permitted in semester 2 of the final year.

8 Attendance requirements

(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 85% of compulsory activities for a unit of study, unless granted exemption by the Head of School and Dean, Associate Dean or coordinator. The Head of School and Dean, Associate Dean or coordinator most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90%.

9 Additional requirements prior to commencing clinical placements

(1) Information about the procedures for gaining clearance for clinical placements will be provided after enrolment.

(2) Student clearance for clinical placements

The New South Wales Department of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check according to NSW Health policy.

All students should complete a prohibited employment declaration as required by the NSW Commission for Children and Young People.

Immunisation

All students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NSW Health guidelines.
10 Re-assessment

(1) Re-assessment may be permitted if students in their final year fail a single compulsory assessment resulting in a grade of fail in only that unit of study, preventing them from completing the degree that year. A grade of 50 Pass is the maximum grade a student can achieve if they pass the re-assessment.

(a) The re-assessment will be in the form determined by the School. This may include one or more of the following, or other tasks as specified by the School:

(i) supplementary examinations
(ii) additional placements
(iii) tutorials
(iv) lectures
(v) laboratory sessions

(2) Re-assessments for final year students will be conducted during the Replacement Exam period at the end of semester two.

(3) Final year students who do not meet the requirements of (1) above, will not be permitted to undertake re-assessments and must re-enrol in, and successfully complete, the failed units of study.

(4) Students enrolled in PHAR3000-level units may be permitted re-assessment for two compulsory components (main exam or OSCE) provided they have met the School attendance requirements.

(a) A student may not undertake more than one supplementary assessment for the same compulsory component.

(b) Supplementary assessments for PHAR3000-level units will be offered to eligible students at the end of the year.

(c) Students who pass the supplementary assessment will receive a pass grade and mark of 50% for that assessment or if the assessment is worth more than 50% of the unit of study, a pass grade and mark of 50 for the whole unit of study.

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

11 Progression rules

(1) Candidates may not take a second or third year unit of study until they have successfully completed the units of study prescribed by the Faculty School as qualifying or prerequisite units of study, as set out in the Units of Study table.

(a) successfully completed the units of study prescribed by the Faculty as qualifying or prerequisite units of study, as set out in the Units of Study table.

(2) Candidates who fail only one first year unit of study and have no previous record of failure in the degree, who have an annual average mark (AAM) of [greater than or equal to] 60 for that year, may apply to the Head of School and Dean for a prerequisite waiver which would allow enrolment in the full complement of units of study in the following year, together with the failed unit of study.

(3) Candidates may not take a fourth year unit of study until they have successfully completed all first and second year units of study, and successfully completed the third year units of study, prescribed by the Faculty School as qualifying or prerequisite units of study for the fourth year as set out in the Units of Study table.

(4) Candidates may not take a fifth year unit of study until they have successfully completed all the fourth year units of study as set out in the Units of Study table except as permitted in 11(5).

(5) Candidates who fail only one fourth year unit of study (except PHAR3820, PHAR3815, PHAR3825), and who have an annual average mark (AAM) of [greater than or equal to] 60 for fourth year, may apply to the Head of School and Dean for a prerequisite waiver which would allow enrolment in the full complement of subsequent year units of study, together with the failed unit of study. This condition applies only to a fail in a single unit of study, not to the OSCE (Objective Structured Clinical Examination), which is a barrier examination and a component of all units of study (except PHAR3815, PHAR3825, and PHAR3100 and PHAR3200). Candidates who fail the OSCE will not be entitled to apply for a prerequisite waiver and will be required to satisfactorily repeat ALL fourth year units of study (with the exception of PHAR3815, PHAR3825, and PHAR3100 and PHAR3200) if these Units of Study have already been passed.

12 Electives

(1) Completion of an elective is not a requirement of the course. Candidates have the option of completing one elective. An elective requires the completion of 24 credit points chosen from units of study listed in the table for that elective. The electives that may be available are:

(a) Industrial Placement
(b) International Exchange

13 Requirements for the Honours degree

(1) The Head of School and Dean may admit a student to the integrated Honours program if:

(a) a student has no fail or absent fail results; and
(b) has a WAM of at least 65 in second, third and fourth year units of study; and
(c) an academic staff member has agreed to supervise the student’s Honours research project; and
(d) the student has met the requirements stated in the Pharmacy Professionalism Expectation Provisions 2017.

(2) Honours students can progress to second semester Honours only if they obtain a credit average in their first semester marks. Students who fail this requirement will go back to the Pass stream, fifth year second semester.

14 Award of the degree

(1) The Bachelor of Pharmacy and Management is awarded in the grades of either Pass or Honours. The Honours degree is awarded in classes according to the conditions specified in the Resolutions for the Faculty of Pharmacy.

(2) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the pass degree. To qualify for the award of the Honours degree a candidate must:

(a) complete the requirements for the pass degree but include the alternative 30 credit point honours pathway described in the Units of study table for the degree;
(b) normally be no more than five years standing in the degree; and
(c) normally have no fail or absent fail results.

(3) The level of honours will be determined by both the honours mark and the HWAM as indicated in the table below. If the honours mark and HWAM indicate a different level of honours, the lesser level will be awarded.

<table>
<thead>
<tr>
<th>Level of Honours</th>
<th>Honours mark</th>
<th>HWAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
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<td>mark [greater than or equal to] 75</td>
</tr>
<tr>
<td>Second Class, Division 1</td>
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</tr>
<tr>
<td>Second Class, Division 2</td>
<td>mark [greater than or equal to] 75</td>
<td>mark [greater than or equal to] 65</td>
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<tr>
<td>Level of Honours</td>
<td>Honours mark</td>
<td>HWAM</td>
</tr>
<tr>
<td>------------------</td>
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<td>------</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt;75</td>
<td>mark &lt;65</td>
</tr>
</tbody>
</table>

(4) A candidate for the honours program who does not meet the requirement for the award of honours shall be awarded the pass degree.

(5) HWAM means the Honours Weighted Mark calculated from results for all 2000, 3000, 4000 and 5000 level units attempted for the degree, weighted 2, 3, 4 and 5 for their respective levels. The Honours units of study are given a weighting of 8 in this calculation.

15 University Medal

A student who is awarded Honours Class I and achieves a minimum final honours mark of 90 or greater in both honours units of study, and who also achieves a final WAM of 85 or greater over the entire degree, may be awarded a University Medal. The calculation of the final honours mark will be based on a 20 per cent weighting of the mark awarded for PHAR4815 and an 80 per cent weighting on the mark awarded for PHAR4830. The medal is awarded at the discretion of the School to the highest achieving students who in the opinion of the School have an outstanding academic record, in accordance with the Coursework Policy.

16 Transitional Provisions

These resolutions apply to all students enrolled in all years of the Bachelor of Pharmacy and Management from 1 January 2020.
The purpose of this proposal is to advise the Undergraduate Studies committee of changes to multiple undergraduate course resolutions within the Sydney Nursing School degree programs.

RECOMMENDATION

That the Undergraduate Studies Committee approve the below listed minor course amendment proposals.
That the Undergraduate Studies Committee approve for these amendment to be effective from the 1 January 2020.

EXECUTIVE SUMMARY

It is proposed that in the course resolutions for the below listed degrees, specific English requirements relating to these degrees are added to each course resolution. Further, it is proposed that references to specific roles that formerly held delegations be changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage.

In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove references to English requirements that guided Sydney Nursing School courses and as such, these resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations.

The changes were approved by the Sydney Nursing School Curriculum Sub-Committee and the school Learning and Teaching Committee on 16 of April 2019 and the Faculty of Medicine and Health Education Committee on the 6 June 2019. The Faculty of Medicine and Health Faculty Board approved the changes on 20 June 2019.

These changes are proposed to make interpretation of course requirements easier for staff and students and to allow all course specific rules that are not shared across the Faculty of Medicine and Health to be located within the course resolutions.

The below listed courses require this change and have associated minor amendment forms:

- Bachelor of Nursing (Advanced Studies)
- Bachelor of Nursing (Honours)
- Bachelor of Arts/Master of Nursing
- Bachelor of Science/Master of Nursing
- Bachelor of Science (Health)/Master of Nursing
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – Susan Wakil School of Nursing and Midwifery

Contact person: Stuart Skene or Jenny Green

1. **Name of award course**
   - BPARTNUR-01 Bachelor or Arts/Master of Nursing

2. **Purpose of proposal**
   - The purpose of this proposal is to advise the Undergraduate Studies committee of changes to the course resolutions of the Bachelor of Arts/Master of Nursing from 2020.

3. **Details of amendment**

   *In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove reference to English requirements that guided the Sydney Nursing School courses and as such, the resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role within the course resolutions have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations.*

   *The course resolutions refer to specific delegated roles at several locations and this proposal is to amend these to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations as per the attached document.*

   *The course resolutions for the Bachelor of Arts/Master of Nursing Section 6 Part 2 presently refer readers to the “school resolutions” in reference to English requirements and this proposal is to amend the reference as per the attached document for accuracy and to avoid confusion when interpreting the handbook.*

4. **Transitional arrangements**

   *The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.*

5. **Other relevant information**

6. **Signature of Dean**
Bachelor of Arts/Master of Nursing

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 Arts and Social Sciences and the University of Sydney Nursing 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://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>BPARTNUR-01</td>
<td>Bachelor of Arts/Master of Nursing</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

(a) The Bachelor of Arts and Master of Nursing is available in the following streams:

(b) Dalyell.

(c) Completion of a stream is not a requirement of the Bachelor of Arts and the Master of Nursing. The requirements for the Dalyell Stream, in Table S of the Shared Pool for Undergraduate Degrees.

4. Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

5. Cross faculty management

(1) Candidates will be under the general supervision of the University of Sydney Nursing School for the duration of the combined degree.

(2) The Deans of the University of Sydney Nursing School and the Faculty of Arts and Social Sciences shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

6. 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. Admission standards set by regulatory bodies, accrediting agencies and government for teacher education must also be met. 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 requirements are found in the Coursework Rule and Coursework Policy.

(2) English language requirements for this course are detailed in the Coursework Policy 2014, faculty resolutions.

(3) Applicants who have completed:

(a) Units of study as part of an undergraduate bachelor's degree at the University of Sydney; or

(b) Units of study as part of an undergraduate bachelor's degree (or Australian equivalent) at another tertiary institution are required to have met the progression rules outlined in clause 9(1).

(4) Where an applicant has not yet completed 48 credit points at the time of admission, the assessment will be based on completed study as the basis for admission and any units completed as part of this combined degree to the value or 48 credit points before the applicant can be granted entry to the Master of Nursing component of the degree.

(5) This course requires applicants to have the ability to undertake clinical placements. The Sydney Nursing School - Clinical Placement Provisions 2015 contains further details of the requirements.

7. Requirements for award

(1) The units of study that may be taken for the Bachelor of Arts are set out in;

(a) Table A for the Bachelor of Arts;

(b) Table S from the Shared Pool for Undergraduate Degrees;

(c) Table O from the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.

(2) The units of study that may be taken for the Master of Nursing are set out in the Units of Study table for the Bachelor of Arts/Master of Nursing.

(3) Requirements for the Bachelor of Arts/Master of Nursing:

(a) To qualify for the award of the combined Bachelor of Arts/Master of Nursing, a candidate must complete a total of 192 credit points, including:

(b) a major (48 credit points) from Table A;

(c) 12 credit points of units from the Open Learning Environment as specified in Table O;

(d) a minimum of 36 credit points of elective units or a minor (36 credit points) from Table A or Table S

(e) if enrolled in a stream, complete the requirements for the stream as specified in Table S; and

(f) 96 credit points of core units as specified in the Units of Study table for the Bachelor of Arts/Master of Nursing.
Bachelor of Arts/Master of Nursing

Candidates are required to attend clinical simulation and fieldwork as required for the Master of Nursing component. Where appropriate, the faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

4. Requirements for the Bachelor of Arts:
   To qualify for the award of the Bachelor of Arts, a candidate must complete 144 credit points, comprising:
   (a) 96 credit points specified in 7E (3) (a)-(d) above; and
   (b) 48 credit points as specified for years 2 and 3 from the Units of Study Table for the Bachelor of Arts/Master of Nursing which shall take the place of the compulsory minor specified in the resolutions for the Bachelor of Arts.

5. Requirements for the Master of Nursing:
   To qualify for the award of the Master of Nursing, a candidate must complete 96 credit points as specified in the Units of Study Table for the Bachelor of Arts/Master of Nursing of which 48 credit points are completed in years 2 and 3 of the degree.

8. Majors and Programs
   (1) Completion of a major from Table A is a requirement for this combined degree.

9. Progression rules
   (1) Candidates are required to successfully complete 48 credit points of 1000-level units in the first year (or part time equivalent) with a weighted average mark of at least 65 including credit granted from previous study to remain in the combined degree program and commence Master of Nursing units of study. Candidates who do not achieve this mark may not continue in the program; however, they may elect to transfer to the single Bachelor of Arts degree.
   (2) Candidates may not commence Master of Nursing units of study until satisfactorily completing 48 credit points in the Bachelor of Arts component as specified in clause 7 (4). The Bachelor of Arts as specified in clause 7 (3) component must be completed before commencing 6000-level Master of Nursing units in the fourth and final year (or part-time equivalent) of the combined degree.
   (3) Candidates must successfully complete all Year One Master of Nursing (5000 level) units of study before progressing to Year Two (6000 level) Master of Nursing units of study.
   (4) In exceptional circumstances a candidate may be allowed to progress to the next stage with approval by the relevant delegated authority.

11. Award of the degree
   (1) Candidates will be awarded a separate testamur for each degree completed.
   (2) The Bachelor of Arts is awarded at pass level. Honours in Arts is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component after completion of requirements for the Bachelor of Arts and Master of Nursing combined degree.
   (3) For candidates completing the Bachelor of Arts and Master of Nursing and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major or equivalent shall be deemed to have been met by completion of the 48 credit points of units of study from the Units of Study Table for the Bachelor of Arts/Master of Nursing specified in clause 7E (3) (e).

12. Time limits
   (1) A full time candidate must complete all the requirements for the combined pass degree within six calendar years of first enrolment, including periods of suspension.
   (2) A part time candidate must complete all the requirements for the combined pass degree within eight calendar years of first enrolment, including periods of suspension.

13. Course transfer
   (1) A candidate may abandon the combined degree program and elect to complete the Bachelor of Arts in accordance with the resolutions governing that degree at the time of transfer. Completion of the Master of Nursing in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

14. Credit for previous study
   (1) Credit awarded for previous study at another institution will not exceed 24 credit points and credit awarded for previous study at the University of Sydney will not exceed 96 credit points. Credit will not be awarded for clinical nursing units.
   (2) Credit for nursing units of study will not be granted for recognised prior learning older than five years at the time of first enrolment.

15. Transitional provisions
   (1) Credit for nursing units of study will not be granted for recognised prior learning older than five years at the time of first enrolment.
   (2) Candidates who commence candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 3000 level units in the Bachelor of Arts prior to 2020 and that it may not be possible to complete requirements for the Bachelor of Arts degree before the end of Semester 2 of that year. Where a student in the Bachelor of Arts proceeding under these resolutions applies for and is granted credit and wishes to commence the degree before 1 January 2020, the student will be offered the opportunity to complete the combined degree in a sequence that matches the availability of units in line with these resolutions.
   (3) 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 by 1 January, 2027.
   (4) These resolutions apply to students who commenced their candidature after January 1, 2010.
## Minor Course Amendment Proposal

**Faculty:** Faculty of Medicine and Health – Susan Wakil School of Nursing and Midwifery  
**Contact person:** Stuart Skene or Jenny Green

### 1. Name of award course

<table>
<thead>
<tr>
<th>BPNURAD-01 Bachelor of Nursing (Advanced Studies)</th>
</tr>
</thead>
</table>

### 2. Purpose of proposal

*The purpose of this proposal is to advise the Undergraduate Studies committee of changes to the course resolutions of the Bachelor of Nursing (Advanced Studies) from 2020.*

### 3. Details of amendment

*In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove reference to English requirements that guided the Sydney Nursing School courses and as such, the resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role within the course resolutions have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations. The course resolutions refer to specific delegated roles at several locations and this proposal is to amend these to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations as per the attached document.*

*The course resolutions for the Bachelor of Nursing (Advanced Studies) Section 3 part 2 presently refer readers to the “school resolutions” in reference to English requirements and this proposal is to amend the reference as per the attached document for accuracy and to avoid confusion when interpreting the handbook.*

### 4. Transitional arrangements

*The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.*

### 5. Other relevant information

### 6. Signature of Dean
Bachelor of Nursing (Advanced 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 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.

Course resolutions

1. Course resolutions

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<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>BPNURADS-01</td>
<td>Bachelor of Nursing (Advanced Studies)</td>
</tr>
</tbody>
</table>

2. Attendance pattern

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

3. Admission to candidature

(1) Admission to undergraduate courses at the University of Sydney is competitive on the bases 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 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.

(2) English language requirements for this course are detailed in the Coursework Policy 2014 school-resolutions.

(3) This course requires applicants to have the ability to undertake clinical placements. The school's Clinical Policy contains further details of the requirements.

(4) In addition, this course is not available to applicants who are registered to practice as a nurse in Australia or in New Zealand.

4. Requirements for award

(1) The units of study that may be taken for the course are set out in the units of study table for the Bachelor of Nursing (Advanced Studies).

(a) To qualify for the award of the Bachelor of Nursing (Advanced Studies) degree candidates must complete a minimum of 144 credit points, including all of the units of study set out in the table and any prescribed clinical experience.

(b) Candidates are required to attend clinical simulation and fieldwork as required. Where appropriate, the school Faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

Clinical requirements are stipulated in the School's Clinical Policy.

5. Progression

(1) All candidates enrolled in the Bachelor of Nursing (Advanced Studies) must successfully complete a minimum of 36 credits points of Year One Bachelor of Nursing (Advanced Studies) units of study before progressing to Year Two Bachelor of Nursing (Advanced Studies) units of study as prescribed in the unit of study table for this degree.

(2) Candidates may be permitted to enrol in some Year Two units of study while also enrolled in Year One units of study in the Bachelor of Nursing (Advanced Studies) providing the requested units are available in the required semester and the pre-requisites and/or co-requisites have been met.

(3) All candidates enrolled in the Bachelor of Nursing (Advanced Studies) must successfully complete all Year One Bachelor of Nursing (Advanced Studies) units of study and a minimum of 36 credits points of Year Two Bachelor of Nursing (Advanced Studies) units of study before progressing to Year Three Bachelor of Nursing (Advanced Studies) units of study as prescribed in the unit of study table for this degree.

(4) Candidates may be permitted to enrol in Year Three units of study while also enrolled in Year Two units of study in the Bachelor of Nursing (Advanced Studies) providing the requested units are available in the required semester and the pre-requisites and/or co-requisites have been met.

(5) In exceptional circumstances a candidate may be allowed to progress to the next stage with approval by the Dean relevant delegated authority of the University of Sydney Nursing School Faculty of Medicine and Health.

6. Requirements for the Honours degree

Admission, requirements and award of Honours are according to the Resolutions of the Bachelor of Nursing (Honours).

7. Award of the degree

The Bachelor of Nursing (Advanced Studies) is awarded in one grade: Pass.

8. Time limits

A candidate for the Bachelor of Nursing (Advanced Studies) must complete all of the course requirements within 10 calendar years.

9. Credit for previous study

(1) Credit awarded for previous study at the University of Sydney or at another institution will not exceed 24 credit points.

(2) Credit for nursing units of study will not be granted for recognised previous study older than five years at the time of first enrolment.

10. Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2016 and students who commenced their candidature prior to 1 January 2016 who elect to proceed under these resolutions.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – Susan Wakil School of Nursing and Midwifery

Contact person: Stuart Skene or Jenny Green

1. Name of award course
   - BHNURSIH-02 Bachelor of Nursing (Honours)
   - BHNURSIH-03 Bachelor of Nursing (Honours) (off-shore)

2. Purpose of proposal
   The purpose of this proposal is to advise the Undergraduate Studies committee of changes to the course resolutions of the Bachelor of Nursing (Honours) from 2020.

3. Details of amendment
   In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove reference to English requirements that guided the Sydney Nursing School courses and as such, the resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role within the course resolutions have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations.

   The course resolutions refer to specific delegated roles at several locations and this proposal is to amend these to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations as per the attached document.

   The course resolutions for the Bachelor of Nursing (Honours) Section 2 part 2 (a) presently refer readers to the “school resolutions” in reference to English requirements and this proposal is to amend the reference as per the attached document for accuracy and to avoid confusion when interpreting the handbook.

   The course resolutions for the Bachelor of Nursing (Honours) Section 3 part 1 (a) have been updated to reflect the changes within Faculty of Medicine and Health role titles and to remove a superseded administrative directive that no longer applies within the Faculty of Medicine and Health. Please see the attachment for this changes.

4. Transitional arrangements
   The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.

5. Other relevant information

6. Signature of Dean
Bachelor of Nursing (Honours)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the 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.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BHNURSIH-02</td>
<td>Bachelor of Nursing (Honours)</td>
</tr>
<tr>
<td>BHNURSIH-03</td>
<td>Bachelor of Nursing (Honours) (off-shore)</td>
</tr>
</tbody>
</table>

2. Admission to candidature

(1) Admission to candidature is dependent on appropriate supervision being available within the School Faculty. Places will be offered to qualified applicants in the order in which complete applications are received, according to the following admission criteria.

(2) Admission to the Bachelor of Nursing (Honours) requires:

(a) satisfaction of the English language proficiency requirements detailed in the Coursework Policy 2014 school resolutions; and

(b) completion of a Bachelor of Nursing pass degree at the University of Sydney or equivalent qualification with a minimum WAM of 65; and

(c) current registration to practise nursing in Australia or another country.

(3) Qualifications used as the basis of admission must have been completed less than ten years prior to application. Qualifications older than ten years will be considered subject to the applicant providing further information substantiating appropriate continuing education and development. In these cases, admission will be at the discretion of the relevant delegated authority.

3. Candidature

(1) Appointment of supervisor

(a) The Chair of the Honours Degrees Sub-Committee will appoint a research supervisor in consultation with the Associate Dean (Academic Lead Education) and notification to the Deputy Head of School.

(2) Attendance pattern

(a) The attendance pattern for this course can be full time or part time according to candidate choice.

4. Requirements for award

(1) To qualify for the award of the Bachelor of Nursing (Honours) degree candidates must complete:

(a) 24 credit points of units of study as specified in the unit of study table; and

(b) a thesis of up to 15,000 words.

(2) The grade of honours and the honours mark are determined by performance in the degree, according to the table in clause 7(1).

5. Enrolment and progression

(1) Candidate progression will be reviewed every six (6) months with the supervisor, as per assessment schedule.

(2) Documentation of the candidate’s progression will be reviewed by the Honours Degrees Sub-Committee, and feedback will be provided to the candidate and supervisors about level of progress.

(3) Time limits:

(a) A full-time candidate must complete all the requirements for the course within two (2) calendar years of first enrolment.

(b) A part-time candidate must complete all the requirements for the course within three (3) years of first enrolment.

6. Examination of the thesis

(1) Two examiners internal to the University will be appointed by the Honours Degrees Sub-Committee in consultation with the supervisor.

(2) The Honours Degrees Sub-Committee determines the award mark taking into account the reports of the examiners. The Sub-Committee may appoint a third examiner (who may be external to the University) to assist in determining the award mark. The final estimation of the award mark is determined according to the table in 7(1).

7. Award of the degree

(1) The Bachelor of Nursing (Honours) is awarded in the following classes ranging from First Class to Third Class:

<table>
<thead>
<tr>
<th>A student who achieves an honour mark in the range</th>
<th>Will be awarded honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 &lt; honour mark &lt; 100</td>
<td>Class I</td>
</tr>
<tr>
<td>75 &lt; honour mark &lt; 80</td>
<td>Class II / Division 1</td>
</tr>
<tr>
<td>70 &lt; honour mark &lt; 75</td>
<td>Class II / Division 2</td>
</tr>
<tr>
<td>65 &lt; honour mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(2) The class of Honours shall be determined by the marks achieved in the Honours year weighted according to units of study as follows:

- NURS4025 (10 percent)
- NURS4026 (10 percent), and
- NURS4022 and NURS4023 (80 percent).
University medal

A student who receives an honours mark of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the school Faculty to the highest achieving students who in the opinion of the school Faculty have an outstanding academic record, in accordance with the Coursework Policy 2014.

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.

(2) Candidates who commenced their candidature prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time, provided they complete requirements within the maximum period of candidature specified in those resolutions. The School Faculty may specify a later date for completion or specify alternative requirements for completion for students whose candidatures extend beyond the maximum period of candidature specified in the resolutions under which they were enrolled.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – Susan Wakil School of Nursing and Midwifery

Contact person: Stuart Skene or Jenny Green

1. Name of award course
   BPSCINUR-01 Bachelor of Science/Master of Nursing

2. Purpose of proposal
   The purpose of this proposal is to advise the Undergraduate Studies committee of changes to the course resolutions of the Bachelor of Science (Health)/Master of Nursing from 2020.

3. Details of amendment
   In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove reference to English requirements that guided the Sydney Nursing School courses and as such, the resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role within the course resolutions have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations.

   The course resolutions refer to specific delegated roles at several locations and this proposal is to amend these to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations as per the attached document.

   The course resolutions for the Bachelor of Science (Health)/Master of Nursing Section 6 Part 2 presently refer readers to the “school resolutions” in reference to English requirements and this proposal is to amend the reference as per the attached document for accuracy and to avoid confusion when interpreting the handbook.

4. Transitional arrangements
   The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.

5. Other relevant information

6. Signature of Dean
Bachelor of Science/Master of Nursing

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 Science and the University of Sydney Nursing 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://www.sydney.edu.au/policies.

Course resolutions

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<td>Bachelor of Science/Master of Nursing</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
- The Bachelor of Science and Master of Nursing is available in the following streams:
  (a) Dalyell
  (b) Health
- The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell Stream, in Table S of the Shared Pool for Undergraduate Degrees. Completion of a stream is not a requirement of the Bachelor of Science and Master of Nursing.

4. Master's type
- The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

5. Cross faculty management
- Candidates will be under the general supervision of the University of Sydney Nursing School for the duration of the combined degree.
- The relevant delegated authorities of the University of Sydney Nursing School and the Faculty of Science shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

6. 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. Admission standards set by regulatory bodies, accrediting agencies and government for nurse registration must also be met. 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 requirements are found in the Coursework Rule and Coursework Policy.
- English language requirements for this course are detailed in the Coursework Policy 2014 Sydney Nursing School Faculty Resolutions.
- Applicants who have completed:
  (a) Units of study as part of an undergraduate bachelor's degree at the University of Sydney; or
  (b) Units of study as part of an undergraduate bachelor's degree (or Australian equivalent) at another tertiary institution are required to have met the progression rules outlined in clause 9(1).
- Where an applicant has not yet completed 48 credit points at time of admission, the assessment will be based on completed study as the basis for admission and any units completed as part of this combined degree to the value of 48 credit points before the applicant can be granted entry to the Master of Nursing component of the degree.
- This course requires applicants to have the ability to undertake clinical placements. The Sydney Nursing School - Clinical Placement Provisions 2015 contain further details of the requirements.
- In addition, this course is not available to applicants who are registered to practise as a nurse in an Australian state or territory.
- Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or above in an equivalent standard.

7. Requirements for award
- The units of study that may be taken for the Bachelor of Science are: set out in:
  (a) Table A for the Bachelor of Science;
  (b) Table S from the Shared Pool for Undergraduate Degrees
  (c) Table O from the Shared Pool for Undergraduate Degrees
  (d) In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.
- The units of study that may be taken for the Master of Nursing are set out in the Units of Study table for the Bachelor of Science/Master of Nursing.
- To qualify for the award of the combined Bachelor of Science/Master of Nursing, a candidate must complete a total of 192 credit points, including:
  (a) Degree core: 12 credit points of Mathematics degree core units of study as set out in Table A and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major to fulfill part of this requirement);
Bachelor of Science/Master of Nursing

(b) a major (48 credit points) from Table A;
(c) 12 credit points from the Open Learning Environment as specified in Table O;
(d) 12 credit points of elective units from Table A or Table S or units taken from the Dalyell stream;
(e) If the candidate is enrolled in the Dalyell or Health stream, complete the requirements for the stream as specified in Table A or Table S; and
(f) 96 credit points of core units as specified in the Units of Study table for the Bachelor of Science/Master of Nursing.

(4) Candidates are required to attend clinical simulation and fieldwork as required for the Master of Nursing component. Where appropriate, the faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

(5) 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) 96 credit points specified in 7(3) (a) – (e) above; and
(b) 48 credit points of units as specified for years 2 and 3 from the Units of Study Table for the Bachelor of Science/Master of Nursing which shall take the place of the compulsory minor specified in the resolutions for the Bachelor of Science.

(6) Requirements for the Master of Nursing
To qualify for the award of the Master of Nursing, a candidate must complete 96 credit points as specified in the Units of Study Table for the Bachelor of Science/Master of Nursing of which 48 credit points are completed in years 2 and 3 of the degree.

8. Majors and Programs
(1) Completion of a major from Table A is a requirement for this combined degree.

9. Progression rules
(1) Candidates are required to successfully complete 48 credit points at 1000-level in the first year (or part time equivalent) with a weighted average mark of at least 65 including credit granted from previous study to remain in the combined degree program and commence Master of Nursing units of study. Candidates who do not achieve this mark may not continue in the combined degree and will be transferred to the single Bachelor of Science degree.

(2) Candidates may not commence Master of Nursing units of study until satisfactorily completing 48 credits points in the Bachelor of Science component as specified clause 7(5). The Bachelor of Science component as specified in clause 7(5) must be completed before commencing 6000-level Master of Nursing units in the fourth and final year of the combined degree (part-time equivalent).

(3) All candidates must successfully complete all Year One Master of Nursing (5000 level) units of study before progressing to Year Two of Master of Nursing units of study.

(4) In exceptional circumstances a candidate may be allowed to progress to the next stage with approval by the relevant delegated authority of the University of Sydney Nursing School.

(5) 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 within the Bachelor of Science.
(b) Candidates who do not achieve the required annual average mark for progression within the Dalyell Stream may continue in any other stream they were admitted but will not remain in the Dalyell stream.

10. Requirements for the award with Honours
(1) Honours in an area of study within the Bachelor of Science is available to meritorious candidates by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component after completion of requirements for the Bachelor of Science and Master of Nursing combined degree.

(2) For candidates completing the Bachelor of Science and Master of Nursing and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major or equivalent shall be deemed to have been met by completion of the 48 credit points of units of study from the Units of Study table for the Bachelor of Science/Master of Nursing specified in clause 7(3).

11. Award of the degree
(1) Candidates will be awarded a separate testamur for each degree completed.

(2) The Bachelor of Science is awarded at pass level. Honours in Science is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(3) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfil requirements.

(4) The Master of Nursing is awarded at the Pass level only.

12. Time limits
(1) A full time candidate must complete all the requirements for the combined pass degree within six calendar years of first enrolment, including periods of suspension.

(2) A part time candidate must complete all the requirements for the combined pass degree within eight calendar years of first enrolment, including periods of suspension.

13. Course transfer
(1) A candidate may abandon the Bachelor of Science and Master of Nursing combined degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree at the time of transfer.

(2) Completion of the Master of Nursing 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.

(3) A candidate who has enrolled in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science and the University of Sydney Nursing School, abandon the Bachelor of Advanced Studies and exit with the Bachelor of Science and Master of Nursing.

14. Credit for previous study
(1) Credit awarded for previous study at another institution will not exceed 24 credit points and credit awarded for previous study at the University of Sydney will not exceed 96 credit points.

(2) Credit for nursing units of study will not be granted for recognised prior learning older than five years at the time of first enrolment. Credit will not be granted for clinical nursing units.

15. Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2018 who are not seeking credit for prior study and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under these resolutions should note that the University does not undertake to offer 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Science degree before the end of Semester 2 of that year or the single degree before the end of Semester 2 2019.
(2) Candidates who commence candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 2000 and 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Science degree before the end of Semester 2 of that year. Where a student in the Bachelor of Science proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January 2020, the student will be offered the opportunity to complete the Bachelor of Science degree under the resolutions that applied at 1 January 2017.

(3) Candidates who commenced prior to 1 January, 2018 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, 2027.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – Susan Wakil School of Nursing and Midwifery

Contact person: Stuart Skene or Jenny Green

1. **Name of award course**

   BPSCINUR-01 Bachelor of Science/Master of Nursing

2. **Purpose of proposal**

   The purpose of this proposal is to advise the Undergraduate Studies committee of changes to the course resolutions of the Bachelor of Science/Master of Nursing from 2020.

3. **Details of amendment**

   In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove reference to English requirements that guided the Sydney Nursing School courses and as such, the resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role within the course resolutions have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations.

   The course resolutions refer to specific delegated roles at several locations and this proposal is to amend these to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations as per the attached document.

   The course resolutions for the Bachelor of Science/Master of Nursing Section 6 Part 2 presently refer readers to the “school resolutions” in reference to English requirements and this proposal is to amend the reference as per the attached document for accuracy and to avoid confusion when interpreting the handbook.

4. **Transitional arrangements**

   The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.

5. **Other relevant information**

6. **Signature of Dean**
Bachelor of Science/Master of Nursing

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 Science and the University of Sydney Nursing 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://www.sydney.edu.au/policies.

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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

(a) Dalyell
(b) Health

The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell Stream, in Table S of the Shared Pool for Undergraduate Degrees. Completion of a stream is not a requirement of the Bachelor of Science and Master of Nursing.

4. Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

5. Cross faculty management

Candidates will be under the general supervision of the University of Sydney Nursing School for the duration of the combined degree.

6. 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. Admission standards set by regulatory bodies, accrediting agencies and government for nurse registration must also be met. 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 requirements are found in the Coursework Rule and Coursework Policy.

(2) English language requirements for this course are detailed in the Coursework Policy.

(3) Applicants who have completed:
(a) Units of study as part of an undergraduate bachelor’s degree at the University of Sydney; or
(b) Units of study as part of an undergraduate bachelor’s degree (or Australian equivalent) at another tertiary institution are required to have met the progression rules outlined in clause 9(1).

(4) Where an applicant has not yet completed 48 credit points at time of admission, the assessment will be based on completed study as the basis for admission and any units completed as part of this combined degree to the value of 48 credit points before the applicant can be granted entry to the Master of Nursing component of the degree.

(5) This course requires applicants to have the ability to undertake clinical placements. The Sydney Nursing School - Clinical Placement Provisions 2015 contain further details of the requirements.

(6) In addition, this course is not available to applicants who are registered to practise as a nurse in an Australian state or territory.

(7) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or above in an equivalent standard.

7. Requirements for award

(1) The units of study that may be taken for the Bachelor of Science are: set out in:
(a) Table A for the Bachelor of Science;
(b) Table S from the Shared Pool for Undergraduate Degrees
(c) Table O from the Shared Pool for Undergraduate Degrees
(d) In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.

(2) The units of study that may be taken for the Master of Nursing are set out in the Units of Study table for the Bachelor of Science/Master of Nursing.

(3) Requirements for the Bachelor of Science/Master of Nursing

To qualify for the award of the combined Bachelor of Science/Master of Nursing, a candidate must complete a total of 192 credit points, including:
(a) Degree core: 12 credit points of Mathematics degree core units of study as set out in Table A and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics degree core) as set out in Table A (students may count the units from their major to fulfill part of this requirement);
Bachelor of Science/Master of Nursing

(b) a major (48 credit points) from Table A;
(c) 12 credit points from the Open Learning Environment as specified in Table O;
(d) 12 credit points of elective units from Table A or Table S or units taken from the Dalyell stream;
(e) if the candidate is enrolled in the Dalyell or Health stream, complete the requirements for the stream as specified in Table A or Table S; and
(f) 96 credit points of core units as specified in the Units of Study table for the Bachelor of Science/Master of Nursing.

(4) Candidates are required to attend clinical simulation and fieldwork as required for the Master of Nursing component. Where appropriate, the faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

(5) 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) 96 credit points specified in 7(3)(a) – (e) above; and
(b) 48 credit points of units as specified for years 2 and 3 from the Units of Study Table for the Bachelor of Science/Master of Nursing which shall take the place of the compulsory minor specified in the resolutions for the Bachelor of Science.

(6) Requirements for the Master of Nursing

To qualify for the award of the Master of Nursing, a candidate must complete 96 credit points as specified in the Units of Study Table for the Bachelor of Science/Master of Nursing of which 48 credit points are completed in years 2 and 3 of the degree.

8. Majors and Programs

(1) Completion of a major from Table A is a requirement for this combined degree.

9. Progression rules

(1) Candidates are required to successfully complete 48 credit points at 1000-level in the first year (or part time equivalent) with a weighted average mark of at least 65 including credit granted from previous study to remain in the combined degree program and commence Master of Nursing units of study. Candidates who do not achieve this mark may not continue in the combined degree and will be transferred to the single Bachelor of Science degree.

(2) Candidates may not commence Master of Nursing units of study until satisfactorily completing 48 credits points in the Bachelor of Science component as specified clause 7(5). The Bachelor of Science component as specified in clause 7(5) must be completed before commencing 6000-level Master of Nursing units in the fourth and final year of the combined degree (part-time equivalent).

(3) All candidates must successfully complete all Year One Master of Nursing (5000 level) units of study before progressing to Year Two Master of Nursing units of study.

(4) In exceptional circumstances a candidate may be allowed to progress to the next stage with approval by the relevant delegated authority of the University of Sydney Nursing School.

(5) 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 within the Bachelor of Science.

(b) Candidates who do not achieve the required annual average mark for progression within the Dalyell Stream may continue in any other stream they were admitted but will not remain in the Dalyell stream.

10. Requirements for the award with Honours

(1) Honours in an area of study within the Bachelor of Science is available to meritorious candidates by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component after completion of requirements for the Bachelor of Science and Master of Nursing combined degree.

(2) For candidates completing the Bachelor of Science and Master of Nursing and also completing an embedded honours component in the Bachelor of Advanced Studies, the requirement in the Bachelor of Advanced Studies for completion of a second major or equivalent shall be deemed to have been met by completion of the 48 credit points of units of study from the Units of Study table for the Bachelor of Science/Master of Nursing specified in clause 7(3).

11. Award of the degree

(1) Candidates will be awarded a separate testamur for each degree completed.

(2) The Bachelor of Science is awarded at pass level. Honours in Science is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(3) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they qualify.

(4) The Master of Nursing is awarded at the Pass level only.

12. Time limits

(1) A full time candidate must complete all the requirements for the combined pass degree within six calendar years of first enrolment, including periods of suspension.

(2) A part time candidate must complete all the requirements for the combined pass degree within eight calendar years of first enrolment, including periods of suspension.

13. Course transfer

(1) A candidate may abandon the Bachelor of Science and Master of Nursing combined degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing that degree at the time of transfer.

(2) Completion of the Master of Nursing 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.

(3) A candidate who has enrolled in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science and the University of Sydney Nursing School, abandon the Bachelor of Advanced Studies and exit with the Bachelor of Science and Master of Nursing.

14. Credit for previous study

(1) Credit awarded for previous study at another institution will not exceed 24 credit points and credit awarded for previous study at the University of Sydney will not exceed 96 credit points.

(2) Credit for nursing units of study will not be granted for recognised prior learning older than five years at the time of first enrolment. Credit will not be granted for clinical nursing units.

15. Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2018 who are not seeking credit for prior study and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2018 who elect to transfer and proceed under these resolutions should note that the University does not undertake to offer 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Science degree before the end of Semester 2 of that year or the single degree before the end of Semester 2 2019.
(2) Candidates who commence candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 2000 and 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Science degree before the end of Semester 2 of that year. Where a student in the Bachelor of Science proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January 2020, the student will be offered the opportunity to complete the Bachelor of Science degree under the resolutions that applied at 1 January 2017.

(3) Candidates who commenced prior to 1 January, 2018 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, 2027.
RECOMMENDATION

That the Undergraduate Studies Committee review and approve the additional amendments to the 2020 course resolutions for the following Sydney Dental School programs:

Bachelor of Oral Health

EXECUTIVE SUMMARY

Course resolutions require amendment to align with 2020 combined FMH professionalism provisions.

BACKGROUND / CONTEXT

Reference to a specific professionalism assessment deleted from progression requirements for SDS courses since schools in FMH will operate under combined FMH professionalism provisions, and the updated reference to the fail grade and mark.

Clause 5 Reassessment inserted into the Course Resolutions, due the revised FMH Faculty Resolutions no longer include this information.

CONSULTATION

Resolution changes were approved by FMH Education Committee 6 June 2019 and Faculty Board via circulation 14 June 2019.

IMPLEMENTATION

2020

COMMUNICATION

Changes to the professionalism processes in FMH will be communicated via the Sydney Dental School Learning and Teaching Committee and to students during welcome week activities.

ATTACHMENTS

(Attachment 1)
Minor Course Amendment Proposal – Course Resolutions

Faculty: Faculty of Medicine and Health (Sydney Dental School)

Contact person: Delyse Leadbeatter

1. Name of award course
   Bachelor of Oral Health

2. Purpose of proposal
   To update and amend Course Resolutions of the Bachelor of Oral Health regarding the Progression Rules and recent insertion of the Reassessment Clause;
   Clause 5 Reassessment
   Clause 6 (3) for the Bachelor of Oral Health, regarding clarity to the fail grade
   Clause 6 (4) (b) for the Bachelor of Oral Health, regarding professionalism provisions

3. Details of amendment Course Resolutions

5 Reassessment
   (1) Reassessment may be offered to students, consistently with the progression requirements for the award course, on the basis of a student’s academic achievement across the relevant program and the nature of the relevant assessment.
   (2) Where reassessment is offered, one reassessment will be offered.
   (3) Reassessment will not be offered for the following components:
       (a) continuous sessional clinical or pre-clinical assessment;
       (b) attendance requirements; or (c) clinical experience.
   (4) Students are responsible for ensuring their availability for remediation and reassessment during the period specified by the School. No further opportunities for remediation or reassessment will be provided.
   (5) The grades awarded for reassessments are Pass or Fail.
   (6) Any student who fails a reassessment will be considered to have failed the year and will be required to repeat it.
   (7) The SDS Assessment Local provision contains further information about reassessment in the Sydney Dental School.

6 Progression Rules
   (3) Where a student fails a component of a unit of study, which results in the student being considered to have failed the whole unit of study, a grade of Fail (FA) and a mark of 45 percent will be awarded for that unit of study.

   (4) Any student who fails to:
       (a) meet the requirements of continuous sessional clinical or pre-clinical assessment, in accordance with the Faculty School of Dentistry - Assessment Provisions 2017;
       (b) meet the requirements of the clinical and professionalism assessment, in accordance with the Faculty of Dentistry – Assessment Provisions 2017, the Faculty of Dentistry – Professionalism Provisions 2017 and the Faculty of Dentistry – Professionalism Expectations Provisions 2015;
       (c) meet the attendance requirements, in accordance with the Faculty School of Dentistry - Attendance Provisions 2015; or
       (d) demonstrate adequate depth and breadth of clinical experience will be considered to have failed the year and will be required to repeat it. No reassessment will be offered.
4. **Transitional arrangements**

   These changes will apply to candidates from 2020.

5. **Other relevant information**

6. **Signature of Dean**
Bachelor of Oral 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), 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>BUORAEHA-01</td>
<td>Bachelor of Oral Health</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

1 Available places will be offered to qualified applicants on merit, in accordance with the following admission criteria.
2 Admission to the Bachelor of Oral Health requires:
   a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents),
   tertiary study or an approved preparation program; and
   performance in an interview to a standard considered satisfactory by the Head of School and Dean.
3 Applicants are ranked by merit and offers for available places are issued according to the ranking. The School Faculty may give bonus point to, or rank separately, any applicants who apply for admission under a Special Admission Program.

4 Requirements for award

1 The units of study that may be taken for the course are set out in Table of Undergraduate Units of Study for the Bachelor of Oral Health.
2 To qualify for the award of the degree, a candidate must successfully complete a fixed curriculum of 144 credit points in the order prescribed in the table of units.
3 Students must attend clinical simulation and clinical placements to meet the requirements of the program.

5 Reassessment

1 Reassessment may be offered to students, consistently with the progression requirements for the award course, on the basis of a students academic achievement across the relevant program and the nature of the relevant assessment.
2 Where reassessment is offered, one reassessment will be offered.
3 Reassessments will not be offered for the following components:
   a) continuous sessional clinical or pre-clinical assessment;
   b) attendance requirements;
   c) clinical experience.
4 Students are responsible for ensuring their availability for remediation and reassessment during the period specified by the School. No further opportunities for remediation or reassessment will be provided.
5 The grades awarded for reassessments are Pass or Fail.
6 Any student who fails a reassessment will be considered to have failed the year and will be required to repeat it.
7 The SDS Assessment Local provision contains further information about reassessment in the Sydney Dental School.

6 Progression rules

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 requires a mark of 50% or higher unless otherwise specified in the relevant unit of study outline.
3 Where a student fails a component of a unit of study, which results in the student being considered to have failed the whole unit of study, a grade of Fail (FA) and a mark of 45 percent will be awarded for that unit of study.
4 Any student who fails to:
   a) meet the requirements of continuous sessional clinical or pre-clinical assessment, in accordance with the Sydney Dental School School of Dentistry - Faculty of Dentistry - Assessment Provisions 2017;
   b) meet the requirements of the clinical and professionalism assessment, in accordance with the Sydney Dental School Faculty of Dentistry - Assessment Provisions 2017, the Faculty of Dentistry - Professionalism Provisions 2017 and the Sydney Dental School Faculty of Dentistry - Professionalism Expectations Provisions 2015;
   c) meet the attendance requirements, in accordance with the School of Dentistry Sydney Dental School Faculty of Dentistry - Attendance Provisions 2015; or
   d) demonstrate adequate depth and breadth of clinical experience will be considered to have failed the year and will be required to repeat it. No reassessment will be offered.
Any student who successfully completes a reassessment, and has not yet reached the maximum period for meeting course requirements, will be permitted to progress.

Any student who fails a reassessment will be considered to have failed the year.

Any student who fails a Unit of Study after having repeated the year of study will be asked to show good cause why they should be permitted to re-enrol in the award course, in accordance with the provisions of the Coursework Policy 2014.

Year 1

Students may not progress to Year 2 unless they have passed the following assessments:
(a) Periodontics Theory Barrier Exam
(b) Periodontal Instrumentation Practical Barrier Exam

Students who fail both of these assessments will be considered to have failed the year and will be required to repeat it. No reassessment will be offered.

Students who fail no more than 1 of these assessments will be offered reassessment.

Students who fail reassessment will be considered to have failed the entire year and will be required to repeat it.

Year 2

Students may not progress to Year 2 Semester 2 unless they have passed the Paedodontics Pre-Clinical Practical Barrier Exam.

Students who fail this assessment will be offered reassessment.

Students who fail reassessment will be considered to have failed the entire year and will be required to repeat it.

Award of the degree

The Bachelor of Oral Health is awarded as Pass only.

Cross institutional study

Cross institutional study is not available in this course.

Credit for previous study

Candidates may be granted credit for previous studies, according to the provisions of the Coursework Policy 2014, and in addition:
(a) the study must be completed no more than five years before admission to candidature for this course;
(b) the study completed must be equivalent to any unit of study in the Bachelor of Oral Health table of units;
(c) the study must have been completed to credit level or equivalent;
(d) if the previous award has been conferred, the maximum credit that may be granted is 48 credit points.

Transitional provisions

These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 and who elect to proceed under these resolutions.

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, 2021, or later date as the faculty may, in special circumstances, approve.
Minor Course Amendment Proposal

Faculty: Faculty of Health Sciences

Contact person: A/Prof Corinne Caillaud

1. Name of award course

- Bachelor of Applied Science (Diagnostic Radiography)
- Bachelor of Applied Science (Exercise and Sport Science)
- Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science)
- Bachelor of Applied Science (Exercise Physiology)
- Bachelor of Applied Science (Occupational Therapy)
- Bachelor of Applied Science (Physiotherapy)
- Bachelor of Applied Science (Speech Pathology)

2. Purpose of proposal

The purpose of this proposal is to seek amendments to undergraduate award courses, currently offered by the Faculty of Health Sciences, which will be offered by the Faculty of Medicine and Health from 2020.

These amendments are intended to be administrative in nature, in order to maintain a consistent set of requirements for courses that will be offered by the Sydney School of Health Sciences as we transition to the new Faculty structure. Requirements that were previously governed by the Faculty Resolutions for the Faculty of Health Sciences are proposed to now be included as part of the course resolutions.

3. Details of amendment

The specific amendments are included in the attached documents for each course.

In summary, the amendments specify requirements for credit, clinical placement requirements, and requirements for satisfactory progress, in addition to updating references to the Faculty of Health Sciences to now specify the Faculty of Medicine and Health.

4. Transitional arrangements

The transitional arrangements are set out in the proposed course resolutions for each course.

5. Other relevant information

These changes have been endorsed by the Faculty of Health Sciences Education Committee (the standing committee for approval of curriculum matters)

6. Signature of Dean

[Signature]

28/6/19
BACHELOR OF APPLIED SCIENCE 
(EXERCISE AND SPORT SCIENCE)

Course rules

Bachelor of Applied Science (Exercise and Sport 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), 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>
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<th>Code</th>
<th>Course and stream title</th>
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<tr>
<td>BPASESSC-03</td>
<td>Bachelor of Applied Science (Exercise and Sport Science)</td>
</tr>
<tr>
<td>BPASEAVS-01</td>
<td>Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science)</td>
</tr>
<tr>
<td>BHASESSH-01</td>
<td>Bachelor of Applied Science (Exercise and Sport Science) (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Faculty management

(1) Candidates undertaking the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) without Honours will be under the supervision of the Faculty of Health Sciences Faculty of Medicine and Health.

(2) Candidates undertaking the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with Honours will be under the supervision of the Faculty of Health Sciences Faculty of Medicine and Health for all parts of the degree except the embedded Honours component specified in Section 8 of these resolutions.

(3) Candidates undertaking an embedded Honours component as specified in Section 8 of these resolutions will be under the supervision of the faculty offering and supervising the embedded Honours component in which the candidate enrols. The faculty offering and supervising the embedded component will direct the Faculty of Health Sciences Faculty of Medicine and Health on all matters relating to admission, requirements, award of honours mark and award of honours grade.

(4) The Dean of the Faculty of Health Sciences Faculty of Medicine and Health shall exercise authority in any matter concerned with the Bachelor of Applied Science (Exercise and Sport) and the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with or without Honours not otherwise dealt with in these resolutions.

4 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres
5 Requirements for award

(1) The units of study that may be taken for the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) are set out in:
   (a) Table A for the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science);
   (b) Table S of the Shared Pool for Undergraduate Degrees; and
   (c) Table O of the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.

(2) Bachelor of Applied Science (Exercise and Sport Science):
To qualify for the award of the Bachelor of Applied Science (Exercise and Sport Science), a candidate must complete 144 credit points, comprising:
   (a) Degree Core: 12 credit points of core units of study as set out in Table A
   (b) a major (48 credit points) in Exercise Science listed and defined in Section 6 below and specified in Table A; and
   (c) a minor (36 credit points) in Physical Activity and Health as listed and defined in Section 6 below and specified in Table A;
   (d) optionally, a second minor (36 credit points) or second major (48 credit points) as defined in Section 6 below and specified in Table A or Table S; and
   (e) optionally, up to 12 credit points of elective units from Table O
   (f) any additional elective units of study from Table A or Table S to satisfy a total of 144 credit points for the course

(3) Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science):
To qualify for the award of the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science), a candidate must complete 192 credit points, comprising:
   (a) Degree Core: 12 credit points of core units of study as set out in Table A
   (b) a major (48 credit points) in Exercise Science listed and defined in Section 6 below and specified in Table A; and
   (c) a minor (36 credit points) in Physical Activity and Health as listed and defined in Section 6 below and specified in Table A; and
   (d) a second major (48 credit points) as defined in Section 6 below and specified in Table A or Table S;
   (e) 12 credit points of units of study in the Open Learning Environment as listed in Table O;
   (f) a minimum of 24 credit points at 4000 level from Table A or Table S, including a research, community, industry or entrepreneurship project of at least 12 and a maximum of 36 credit points; and
   (g) any additional elective units of study from Table A or Table S to satisfy a total of 192 credit points for the course

6 Majors and minors

(1) Bachelor of Applied Science (Exercise and Sport Science):
   (a) Completion of a major and minor from Table A is a requirement of the Bachelor of Applied Science (Exercise and Sport Science). Requirements for completion of majors and minors are as set out in Table A and Table S.
   (b) Candidates in the Bachelor of Applied Science (Exercise and Sport Science) have the option of completing a second major from Table A (which includes the embedded minor in Physical Activity and Health) or a second minor or major from Table S.

(2) Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science):
Completion of an Exercise Science major from Table A, a minor in Physical Activity and Health, and a second major from Table A (which includes the embedded minor in Physical Activity and Health) or second major from Table S, is a requirement of the Bachelor of Applied Science/Bachelor of Advanced Studies. Requirements for completion of majors and minors are as set out in Table A and Table S.

(3) The majors and minors available in Table A in the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) are:
7 Progression rules

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

(2) Progression within the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science):
Except with the permission of the Bachelor of Applied Science (Exercise and Sport Science) course program director, candidates must complete the degree requirements listed under 5(2) before progressing to 4000-level units.

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:
   i. EXSS3XXX Practicum in Exercise Science 1
   ii. EXSS3XXX Practicum in Exercise Science 2

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 6 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

89 Requirements for the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with honours

(1) An embedded Honours component, involving a research project, is available to meritorious students in the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) who complete an alternative set of units of study in the final year.
   (a) Candidates undertaking an Honours component within the Faculty of Health Sciences Faculty of Medicine and Health must complete the requirements for the Honours component full-time over two consecutive semesters. If the Faculty School is satisfied that a student is unable to attempt the Honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake Honours part-time over four consecutive semesters.
   (b) For candidates undertaking an Honours component with the Faculty of Health Sciences Faculty of Medicine and Health, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the Resolutions of the Faculty of Health Sciences Faculty of Medicine and Health.
   (c) For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to the Coursework Policy, these resolutions and the relevant resolutions of the faculty in which the component is undertaken.
Admission to Honours is by permission of the Associate Dean and relevant honours coordinator or Program Director after the completion of all of the following requirements:

(a) Completion of the requirements set out in 5(2)
(b) a Weighted Average Mark of at least 65.0 in units of study completed to that point, and a major or study of equivalent depth in the area of the proposed honours project; or a credit average in 48 credit points in relevant 2000-level and 3000 units of study relevant to the honours area, as determined by the faculty concerned;
(c) any requirements for honours entry set by the relevant department, school or faculty.

To qualify for the award of the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with Honours, a candidate must complete the requirements for the pass degree and at least 36 and a maximum of 48 credit points of additional Honours units at 4000 level or above, including an Honours research project of at least 12 and a maximum of 36 credit points, and at least 12 and a maximum of 36 credit points of Honours coursework, as required by the relevant department and published in the faculty handbook. Honours subject areas and units of study for honours within the Faculty Sydney School of Health Sciences are listed in Table A for the relevant faculty school or Table S in the Shared Pool for Undergraduate degrees.

The grade of Honours will be determined by an honours mark calculated from work in the embedded Honours component as specified in these resolutions, in the resolutions for the Faculty of Health Sciences or in the resolutions of the relevant faculty school.

910 Award of the Bachelor of Applied Science (Exercise and Sport Science), Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) and Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with Honours

(1) Candidates for the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) who have completed the requirements for the Bachelor of Applied Science (Exercise and Sport Science) but who do not meet the requirements for the combined degree will be awarded the Bachelor of Applied Science (Exercise and Sport Science).

(2) Honours in the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) is awarded in classes ranging from First Class to Third Class according to the following table, the Coursework Policy and rules specified in the Resolutions of the Faculty of Health Sciences, Faculty of Medicine and Health, or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
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<th>Honours mark</th>
<th>Honours class</th>
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<tr>
<td>80 ≤ mark</td>
<td>First Class</td>
</tr>
<tr>
<td>75 ≤ mark &lt; 80</td>
<td>Second Class / Division 1</td>
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<tr>
<td>70 ≤ mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>65 ≤ mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with honours who do not meet the requirements for the honours degree, but who otherwise meet the requirements for the Bachelor of Applied Science (Exercise and Sport Science), or the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) will be awarded the Bachelor of Applied Science (Exercise and Sport Science), or the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) as appropriate.
Course transfer

A candidate may abandon the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) combined degree and elect to complete the Bachelor of Applied Science (Exercise and Sport Science) in accordance with these resolutions.

Credit for previous study

(1) Credit transfer is subject to the provisions of the Coursework Policy, the Resolutions of the Faculty of Medicine and Health Sciences or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

(2) The Coursework Policy specifies the general conditions for the granting of credit for previous study to courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(3) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2011 2020.

(2) Candidates who commenced prior to 1 January, 2011 2020 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, 2025 2016. The Faculty School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
BACHELOR OF APPLIED SCIENCE
(DIAGNOSTIC RADIOGRAPHY)

Bachelor of Applied Science (Diagnostic Radiography)

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

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<tr>
<td>BPASDRAD-01</td>
<td>Bachelor of Applied Science (Diagnostic Radiography)</td>
</tr>
<tr>
<td>BPASDRAD1HON</td>
<td>Bachelor of Applied Science (Diagnostic Radiography) (Honours)</td>
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2 Attendance pattern

The attendance pattern for these courses is full-time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy 2014.

4 Requirements for award

1. The units of study that may be taken for these courses are set out in the Faculty of Health Sciences:
   (a) Table of units of study for the Bachelor of Applied Science (Diagnostic Radiography); and
   (b) Table of International Health UOSs; and
   (c) Table of Undergraduate Elective units of study.

2. To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of units of study comprising:
   (a) 174 credit points of core units; and
   (b) 6 credit points of elective units chosen from the 'International Health' list (BACH3128, HSBH3009 or HSBH3012); and
   (c) 12 credit points chosen from the Faculty of Health Sciences Undergraduate Faculty Elective List (or from any undergraduate units available throughout the University, subject to approval by the Program Director Dean.)
5 Progression rules

Students are required to attempt and pass all MRTYXXXX Work Integrated Learning units of study in the progression order as displayed in the table of units of study for the Bachelor of Applied Science (Diagnostic Radiography) Pass and Honours. Students who fail Work Integrated Learning units of study will undergo remediation activities in accordance with the Faculty's Clinical progression procedures.

5 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:
   i. MRTY2104 Radiography Work Integrated Learning 1
   ii. MRTY2108 Radiography Work Integrated Learning 2
   iii. MRTY3121 Radiography Work Integrated Learning 3
   iv. MRTY3123 Radiography Work Integrated Learning 4
   v. MRTY4038 Radiography Work Integrated Learning 5
   vi. MRTY4040 Radiography Work Integrated Learning 6
   vii. MRTY4042 Radiography Work Integrated Learning 7
   viii. MRTY4044 Radiography Work Integrated Learning 8

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 6 (1) or twice failed the same unit of study identified in Clause 6 (1) will result in a student being asked to show good cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

6 Requirements for the Honours degree

(1) Honours is available to meritorious students as an integrated honours degree. Students who will complete an alternative set of units of study in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator, Program Director and Associate Dean after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

(2) To qualify for the award of the honours degree a candidate must:
   a) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Diagnostic Radiography) Honours Table of units of study.
   b) maintain a credit average or higher throughout the honours program.
   c) not fail a unit of study throughout their degree (except with the approval of the relevant delegated authority) any exceptions require Honours Committee approval.

7 Award of the degree

(1) The Bachelor of Applied Science (Diagnostic Radiography) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) The honours mark will be determined in integrated honours by the following calculation:

\[ \text{Final honours mark} = \frac{2}{3}(\text{FHS HWAM}) + \frac{1}{3}(\text{Yr 3/4 WAM}) \]

where the FHS HWAM is the average mark for honours units weighted as follows:

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<th>Unit Code</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>BHSC3021</td>
<td>1</td>
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</tbody>
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1 x BHSC3021 Honours A: Research Design
2 x BHSC4012 Honours B: Applied Research Skills
7 x BHSC4013 Honours C: Research Project
and the Yr 3/4 WAM is the average mark of all attempted Year 3 and Year 4 units of study, as specified in the Faculty Sydney School of Health Sciences handbook, excluding Practicum and Clinical Placement units.

(3) Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>80 ≤ honours mark ≤ 100</td>
</tr>
<tr>
<td>Second Class / (Division I)</td>
<td>75 ≤ honours mark &lt; 80</td>
</tr>
<tr>
<td>Second Class / (Division II)</td>
<td>70 ≤ honours mark &lt; 75</td>
</tr>
<tr>
<td>Third Class</td>
<td>65 ≤ honours mark &lt; 70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt; 65</td>
</tr>
</tbody>
</table>

(4) Candidates for the award of the Honours degree who do not meet the requirements, will be awarded the pass degree if they have completed the requirements for that award.

8 International exchange

The Faculty encourages candidates to participate in international exchange programs subject to the host institution offering units of study that are considered acceptable by the Course Director Program Director or contained within an institutional-specific MoU. For more information on international exchanges refer to the International Office.

9 Credit for previous study

(1) Credit transfer is subject to the provisions of the Coursework Policy 2014 and the Resolutions of the Faculty of Health Sciences Faculty of Medicine and Health, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.
(2) Credit will not be granted for any unit of study which a result of Terminating Pass or Pass (Concessional) has been awarded.
(3) All candidates for the Bachelor of Applied Science (Diagnostic Radiography) pass and Bachelor of Applied Science (Diagnostic Radiography) honours not withstanding any credit transfer, must complete 192 credit points of study.

10 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University's Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information:


(5) NSW Health Records and Information Privacy Act (2002)

Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/privacy.html

10 Course Transfer

A student currently enrolled in the Bachelor of Applied Science (MRS) Diagnostic Radiography may apply for the Bachelor of Applied Science (Diagnostic Radiography) through the Universities Admissions Centre, or where applicable, through the International Office as a new student. Candidates who receive an offer of admission into the new degree may receive credit for some first year units of study but will not receive credit for any units of study completed in years 2 or 3 of their original course.

11 Transitional Provisions

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

(2) Candidates who commenced prior to 1 January 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January 2024. The faculty may specify a later date for completion of candidatures that extend beyond this time.
BACHELOR OF APPLIED SCIENCE (EXERCISE PHYSIOLOGY)

Bachelor of Applied Science (Exercise Physiology)
Bachelor of Applied Science (Exercise Physiology) (Honours)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASEXPH-02</td>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
</tr>
<tr>
<td>BPASEXPH1HON</td>
<td>Bachelor of Applied Science (Exercise Physiology) (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy 2014.

4 Requirements for award

(1) The units of study that may be taken for this course are set out in the Course Tables for the Bachelor of Applied Science (Exercise Physiology), the Faculty of Health Sciences Undergraduate Electives Table, the list of Table S Electives from the Shared Pool for Undergraduate Degrees and Table O from the Shared Pool for Undergraduate Degrees.

Unless otherwise indicated in these resolutions the Course Tables, the Undergraduate Electives Table, Table S and Table O mean the tables specified here.

(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of units of study including:
   a) 156 credit points of core units of study from the Course Tables
   b) 6 credit points of selective units of study from the Course Tables
   c) Optionally, up to 12 credit points of units of study in the Open Learning Environment as listed in Table O
   d) Where appropriate, additional elective units of study as required, chosen from the list of elective units in the Course Tables; from the Faculty of Health Sciences Undergraduate Electives table, or from the list of Table S Electives.
5 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an alternative set of units of study in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator and Associate Dean after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

(2) To qualify for the award of the honours degree a candidate must:
   (a) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Exercise Physiology) Honours Table of units of study.
   (b) maintain a credit average or higher throughout the honours program.
   (c) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
   Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
   The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University's Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
   Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
   Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002)
   Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct. NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/privacy.html

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students
must pass the Practicum and Clinical Practice units of study, which are critical to progression through the course:

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

(6) Candidates for honours must maintain a credit average throughout the program.

6.9 Award of the degree

(1) The Bachelor of Applied Science (Exercise Physiology) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) The honours mark will be determined in integrated honours by the following calculation:

\[
\text{Final honours mark} = \frac{2}{3}(\text{FHS HWAM}) + \frac{1}{3}(\text{Yr 3/4 WAM}),
\]

where the FHS HWAM is the average mark for honours units weighted as follows:

- 1 x BHSC3021 Honours A: Research Design
- 2 x BHSC4012 Honours B: Applied Research Skills
- 7 x BHSC4013 Honours C: Research Project

and the Yr 3/4 WAM is the average mark of all attempted Year 3 and Year 4 units of study, as specified in the Faculty table of units of study for the Bachelor of Applied Science (Exercise Physiology), excluding Practicum and Clinical Practice units of study.

(3) Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>80% honours mark ≤100</td>
</tr>
<tr>
<td>Second Class / (Division I)</td>
<td>75% honours mark &lt;80</td>
</tr>
<tr>
<td>Second Class / (Division II)</td>
<td>70% honours mark &lt;75</td>
</tr>
<tr>
<td>Third Class</td>
<td>65% honours mark &lt;70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt;65</td>
</tr>
</tbody>
</table>

(4) Candidates for the award of the Honours degree who do not meet the requirements, will be awarded the pass degree if they have completed the requirements for that award.

10 Transitional provisions

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

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2026. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Applied Science (Occupational Therapy)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASOCTE-05</td>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
</tr>
<tr>
<td>BPASOCTE5HON</td>
<td>Bachelor of Applied Science (Occupational Therapy) (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy 2014.

4 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences:
   (a) Table of units of study for the Bachelor of Applied Science (Occupational Therapy); and
   (b) Table of Health Sciences Undergraduate Elective units of study
(2) To qualify for the award of the pass degree, a candidate must complete 192 credit points of units of study comprising:
   (a) 156 credit points of core units; and
   (b) 36 credit points of elective units, including a minimum of 6 credit points from the Behavioural or Social Sciences and 6 credit points from the Biomedical Sciences.

5 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an alternative set of units of study in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator and Associate Dean after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark.
(WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

(2) To qualify for the award of the honours degree a candidate must:
   (a) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Occupational Therapy) Honours Table of units of study.
   (b) maintain a credit average or higher throughout the honours program
   (c) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.
(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
   Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
   The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University’s Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
   Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
   Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002)
   Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/privacy.html

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:
   i. OCCP1100 Professional Practice I
   ii. OCCP2086 Professional Practice II
   iii. OCCP3061 Professional Practice IIIA
   iv. OCCP3065 Professional Practice IIIb
   v. OCCP4088 Professional Practice IV or OCCP4092 Professional Practice IVH
(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

(6) Candidates for honours must maintain a credit average throughout the program.

### 6.9 Award of the degree

(1) The Bachelor of Applied Science (Occupational Therapy) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) The honours mark will be determined in integrated honours by the following calculation:

\[ \text{Final honours mark} = \frac{2}{3} \times \text{(FHS HWAM)} + \frac{1}{3} \times \text{(Yr 3/4 WAM)}, \]

where the FHS HWAM is the average mark for honours units weighted as follows:

- 1 x BHSC3021 Honours A: Research Design
- 2 x BHSC4012 Honours B: Applied Research Skills
- 7 x BHSC4013 Honours C: Research Project

and the Yr 3/4 WAM is the average mark of all attempted Year 3 and Year 4 units of study, as specified in the Faculty table of units of study for the Bachelor of Applied Science (Occupational Therapy) Honours, excluding Professional Practice units.

(3) Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark Range</th>
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<tbody>
<tr>
<td>First Class</td>
<td>80≤ honours mark ≤100</td>
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</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt;65</td>
</tr>
</tbody>
</table>

(4) Candidates for the award of the Honours degree, who do not meet the requirements, will be awarded the pass degree if they have completed the requirements for that award.

### 7.10 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019 2020 and students who commenced their candidature prior to 1 January, 2019 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2019 2020 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, 2024 2025. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
BACHELOR OF APPLIED SCIENCE
(PHYSIOTHERAPY)

Bachelor of Applied Science (Physiotherapy)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
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<tr>
<td>BPASPHYS-06</td>
<td>Bachelor of Applied Science (Physiotherapy)</td>
</tr>
<tr>
<td>BPASPHYS6HON</td>
<td>Bachelor of Applied Science (Physiotherapy)(Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy 2014.

4 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Physiotherapy).
(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of units of study, comprising 174 credit points of core units of study and 18 credit points of elective units of study.

5 Requirements for the Honours degree

(1) Honours is available to meritorious students as integrated honours. Students will who complete an alternative set of units of study in the last three semesters of the program. Admission to the Honours program is by permission of the Program coordinator Program Coordinator and Associate Dean after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.
(2) To qualify for the award of the honours degree a candidate must:
   (a) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Physiotherapy) Honours Table of units of study.
   (b) maintain a credit average or higher throughout the honours program.
(c) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University’s Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002)
Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/privacy.html

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:
   i. PHTY2063 Clinical Practicum A
   ii. PHTY3083 Clinical Practicum B
   iii. PHTY3085 Clinical Practicum C
   iv. PHTY4222 Clinical Practicum D
   v. PHTY4223 Clinical Practicum E

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 6 (1) or twice failed the same unit of study identified in Clause 6 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.
Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

Candidates for honours must maintain a credit average throughout the program.

**69. Award of the degree**

1. The Bachelor of Applied Science (Physiotherapy) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

2. The honours mark will be determined in integrated honours by the following calculation:

   Final honours mark = \[ \frac{2}{3} \cdot (\text{FHS HWAM}) + \frac{1}{3} \cdot (\text{Yr 3/4 WAM}) \]

   where the FHS HWAM is the average mark for honours units weighted as follows:

   1. BHSC3021 Honours A: Research Design
   2. BHSC4012 Honours B: Applied Research Skills
   3. BHSC4013 Honours C: Research Project

   and the Yr 3/4 WAM is the average mark of all attempted Year 3 and Year 4 units of study, as specified in the Faculty table of units of study for the Bachelor of Applied Science (Physiotherapy), excluding Practicum and Clinical Placement units.

3. Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>80≥ honours mark ≤100</td>
</tr>
<tr>
<td>Second Class / (Division I)</td>
<td>75≥ honours mark &lt;80</td>
</tr>
<tr>
<td>Second Class / (Division II)</td>
<td>70≥ honours mark &lt;75</td>
</tr>
<tr>
<td>Third Class</td>
<td>65≥ honours mark &lt;70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt;65</td>
</tr>
</tbody>
</table>

4. Candidates for the award of the Honours degree who do not meet the requirements, will be awarded the pass degree if they have completed the requirements for that award.

**10. Transitional provisions**

1. These resolutions apply to students who commenced their candidature after 1 January, 2019 2020 and students who commenced their candidature prior to 1 January, 2019 2020 who elect to proceed under these resolutions.

2. Candidates who commenced prior to 1 January, 2019 2020 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, 2024 2025. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Applied Science (Speech Pathology)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASSPPA-06</td>
<td>Bachelor of Applied Science (Speech Pathology)</td>
</tr>
<tr>
<td>BPASSPPA6HON</td>
<td>Bachelor of Applied Science (Speech Pathology)(Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses 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 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 Policy 2014.

4 Requirements for award

1. The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Speech Pathology).
2. To qualify for the award of the pass degree, a candidate must complete 192 credit points of units of study in the order prescribed in the Table, including:
   a. 186 credit points of core units; and
   b. 6 credit points of elective units, chosen from the list of elective units in the Table.

5 Requirements for the Honours degree

1. Honours is available to meritorious students who will complete an alternative set of units in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator and Associate Dean after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.
To qualify for the award of the honours degree a candidate must:

(i) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Speech Pathology) Honours Table of units of study.

(ii) maintain a credit average or higher throughout the honours program.

(iii) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University's Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University's Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002)
Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University's Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/privacy.html

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass all Introductory Practice, Intermediate Clinic and Advanced Practice units of study. These units are critical to progression through the course:

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.
(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

6.9 Award of the degree

(1) The Bachelor of Applied Science (Speech Pathology) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) The honours mark will be determined in integrated honours by the following calculation:
Final honours mark = \( \frac{2}{3} \times \text{FHS HWAM} + \frac{1}{3} \times \text{Yr 3/4 WAM} \), where the FHS HWAM is the average mark for honours units weighted as follows:
- 1 x BHSC3021 Honours A: Research Design
- 2 x BHSC4012 Honours B: Applied Research Skills
- 7 x BHSC4013 Honours C: Research Project
and the Yr 3/4 WAM is the average mark of all attempted Year 3 and Year 4 units of study, as specified in the Faculty table of units of study for the Bachelor of Applied Science (Speech Pathology), excluding Introductory Practice, Intermediate Clinic and Advanced Practice units of study.

(3) Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>80% honours mark ≤100</td>
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</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt;65</td>
</tr>
</tbody>
</table>

(4) Candidates for the award of the Honours degree, who do not meet the requirements, will be awarded the pass degree if they have completed the requirements for that award.

7.10 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019 2020 and students who commenced their candidature prior to 1 January, 2019 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2019 2020 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, 2024 2025. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Submission To
Undergraduate Studies
Date
25 June 2019
Item No
7.2

Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Veronica Boulton, Head, Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Pauline Ross, Associate Dean, Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Bachelor of Science and Bachelor of Advanced Studies Computer Science, Information Systems, and Software Development Table As</td>
</tr>
<tr>
<td>Purpose</td>
<td>To implement the inclusion of INFO1910 Introduction to Programming (Advanced), a newly developed advanced version of the currently available INFO1110 unit, in the tables where INFO1110 currently occurs, namely the Computer Science, Information Systems, and Software Development Table As.</td>
</tr>
</tbody>
</table>

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 and Bachelor of Advanced Studies; and
(2) approve amendment of the unit of study tables for the Table A majors Computer Science, Information Systems, and Software Development, with effect from 1 January 2020.

EXECUTIVE SUMMARY

The proposed change will enrich the curricula of advanced units available to students and thereby broaden the options for fulfilling the requirements of the Advanced stream, and afford all eligible students the opportunity to engage in more rigorous and extended learning of the Introduction to Programming unit content.

BACKGROUND / CONTEXT

The tables maintain accordance with the requirements of the new curriculum.

CONSULTATION

The submission was developed through consultations between the Curriculum team of the Faculty of Engineering and Information Technologies, and the Associate Dean (Education) and the Curriculum team of the Faculty of Science with academic leads and stakeholders from the Faculty of Science and the Faculty of Engineering and Information Technologies.

ATTACHMENTS

1. Minor Course amendment form
2. Proposed changes to the Table A majors: Computer Science, Information Systems, and Software Development
Minor Course Amendment Proposal

Faculty: Faculty of Science

Contact person: Dr Cecily Oakley (Faculty of Science), Christine Lacey (Faculty of Engineering and Information Technologies)

1. Name of award course
   Bachelor of Science and Bachelor of Science/Bachelor of Advanced Studies

2. Purpose of proposal
   This proposal seeks to include INFO1910 Introduction to Programming (Advanced), a newly developed advanced version of the currently available INFO 1110 Unit, into tables where INFO1110 currently appears. This unit is to be included in the following Table A Majors from 2020: Computer Science, Information Systems and Software Development.

3. Details of amendment
   Please find attached the detailed amendments to the Computer Science, Information Systems and Software Development Table A Majors.

4. Transitional arrangements
   Transitional arrangements will not be required.

5. Other relevant information

6. Signature of Dean

   [Signature]
   4/4/19

   [Signature]
   9/5/19

   Prof lain M Young
   Dean, Faculty of Science
COMPUTER SCIENCE

Computer Science major

A major in Computer Science requires 48 credit points from this table including:

(i) 12 credit points of 1000-level core units
(ii) 18 credit points of 2000-level core units
(iii) 6 credit points of 3000-level core units
(iv) 6 credit points of 3000-level interdisciplinary project units according to the following rules:
   (a) for students in the Bachelor of Advanced Computing or Bachelor of Computing they must complete the COMP coded interdisciplinary project units
   (b) all other students may complete either the COMP or SCPU coded units
   (iv) 6 credit points of 3000-level selective units

Computer Science minor

A minor in Computer Science requires 36 credit points from this table including:

(i) 12 credit points of 1000-level core units
(ii) 18 credit points of 2000-level core units
(iii) 6 credit points of 3000-level selective units

Units of study

The units of study are listed below.

1000-level units of study

Core

<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>INFO1110 Introduction to Programming</td>
<td>6</td>
<td>N INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>INFO1910 Introduction to Programming (Advanced)</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
### 2000-level units of study

#### Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Exclusions</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO1113</td>
<td>Object-Oriented Programming</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 N INFO1103 OR INFO1105 OR INFO1905</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP2123</td>
<td>Data Structures and Algorithms</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2823</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP2823</td>
<td>Data Structures and Algorithms (Adv)</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2123 Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP2017</td>
<td>Systems Programming</td>
<td>6</td>
<td>P INFO1113 OR INFO1105 OR INFO1905 OR INFO1103 C COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2129</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP2022</td>
<td>Programming Languages, Logic and Models</td>
<td>6</td>
<td>A MATH1004 OR MATH1904 OR MATH1064 OR MATH2069 OR MATH2969 P INFO1103 OR INFO1903 OR INFO1113 N COMP2922</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP2922</td>
<td>Programming Languages, Logic and Models (Adv)</td>
<td>6</td>
<td>A MATH1004 OR MATH1904 OR MATH1064 OR MATH2069 OR MATH2969 P Distinction level result in INFO1103 OR INFO1903 OR INFO1113 N COMP2022 Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### 3000-level units of study

#### Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Exclusions</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP3027</td>
<td>Algorithm Design</td>
<td>6</td>
<td>A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2007 OR COMP2907 OR COMP3927</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP3927</td>
<td>Algorithm Design (Adv)</td>
<td>6</td>
<td>A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2007 OR COMP2907 OR COMP3027 Note: Department permission required for enrolment</td>
<td>Semester 1</td>
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</tbody>
</table>
### Interdisciplinary projects

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP3988</td>
<td>Computer Science Project (Advanced)</td>
<td>6</td>
<td>P [(COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922) with Distinction level results in at least one of these units.] N INFO3600 OR COMP3615 OR COMP3600 OR COMP3888</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP3888</td>
<td>Computer Science Project</td>
<td>6</td>
<td>P (COMP2123 OR COMP2823) AND COMP2017 AND (COMP2022 OR COMP2922) N INFO3600 OR COMP3600 OR COMP3615 OR COMP3888</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SCPU3001</td>
<td>Science Interdisciplinary Project</td>
<td>6</td>
<td>P Completion of 2000-level units required for at least one Science major.</td>
<td>Intensive December</td>
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<tr>
<td></td>
<td></td>
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<td>Intensive February</td>
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<td>Intensive January</td>
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<td>Intensive July</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Major selective

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP3221</td>
<td>Distributed Systems</td>
<td>6</td>
<td>P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823)) N COMP2121</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP3308</td>
<td>Introduction to Artificial Intelligence</td>
<td>6</td>
<td>A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab) N COMP3608</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP3608</td>
<td>Introduction to Artificial Intelligence (Adv)</td>
<td>6</td>
<td>A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab) P Distinction-level results in at least one 2000 level COMP or MATH or SOFT unit N COMP3308</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP3308 and COMP3608 share the same lectures, but have different tutorials and assessment (the same type but more challenging).</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>COMP3419</td>
<td>Graphics and Multimedia</td>
<td>6</td>
<td>A Programming skills P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905</td>
<td>Semester 2</td>
</tr>
<tr>
<td>COMP3520</td>
<td>Operating Systems Internals</td>
<td>6</td>
<td>P (COMP2017 OR COMP2129) AND (COMP2123 OR COMP2823 OR INFO1105 OR INFO1905)</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Minor selective
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP3027</td>
<td>Algorithm Design</td>
<td>6</td>
<td>A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2007 OR COMP2907 OR COMP3927</td>
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<td>Semester 1</td>
</tr>
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<td>COMP3927</td>
<td>Algorithm Design (Adv)</td>
<td>6</td>
<td>A MATH1004 OR MATH1904 OR MATH1064 P COMP2123 OR COMP2823 OR INFO1105 OR INFO1905 N COMP2007 OR COMP2907 OR COMP3027</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP3221</td>
<td>Distributed Systems</td>
<td>6</td>
<td>P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823)) N COMP2121</td>
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<td>COMP3308</td>
<td>Introduction to Artificial Intelligence</td>
<td>6</td>
<td>A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab) N COMP3608</td>
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</tr>
<tr>
<td>COMP3608</td>
<td>Introduction to Artificial Intelligence (Adv)</td>
<td>6</td>
<td>A Algorithms. Programming skills (e.g. Java, Python, C, C++, Matlab) P Distinction-level results in at least one 2000 level COMP or MATH or SOFT unit N COMP3308</td>
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<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
INFORMATION SYSTEMS

Information Systems major

A major in Information Systems requires 48 credit points from this table including:

(i) 12 credit points of 1000-level core units
(ii) 18 credit points of 2000-level core units
(iii) 12 credit points of 3000-level major core units
(iv) 6 credit points of 3000-level interdisciplinary project units according to the following rules:
   (a) for students in the Bachelor of Advanced Computing or Bachelor of Computing they must complete the ISYS coded interdisciplinary project units
   (b) all other students may complete either the ISYS or SCPU coded units

Information Systems minor

A minor in Information Systems requires 36 credit points from this table including:

(i) 12 credit points of 1000-level core units
(ii) 18 credit points of 2000-level core units
(iii) 6 credit points of 3000-level selective unit

Units of study

The units of study are listed below.

1000-level units of study

Core

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
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</tr>
</thead>
<tbody>
<tr>
<td>INFO1110 Introduction to Programming</td>
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</tr>
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</table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISYS2120</td>
<td>Data and Information Management</td>
<td>6</td>
<td>A Programming skills</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 OR INFO1003 OR IF1903 OR DECO1012 OR INFO2120 OR INFO2820 OR COMP5138</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ISYS2110</td>
<td>Analysis and Design of Web Info Systems</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905</td>
<td>N INFO2110</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ISYS2160</td>
<td>Information Systems in the Internet Age</td>
<td>6</td>
<td>A INFO1003 OR INFO1103 OR INFO1903 OR INFO1113</td>
<td>N ISYS2140</td>
<td>Semester 2</td>
</tr>
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</table>

### 3000-level units of study

#### Major core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Semester</th>
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<tbody>
<tr>
<td>ISYS3401</td>
<td>Information Technology Evaluation</td>
<td>6</td>
<td>P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160)</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ISYS3402</td>
<td>Decision Analytics and Support Systems</td>
<td>6</td>
<td>A Database Management AND Systems Analysis and Modelling</td>
<td>P (ISYS2110 OR INFO2110) AND (ISYS2120 OR INFO2120)</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

#### Interdisciplinary project

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISYS3888</td>
<td>Information Systems Project</td>
<td>6</td>
<td>P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160)</td>
<td>N INFO3600 OR ISYS3207 OR ISYS3400</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SCPU3001</td>
<td>Science Interdisciplinary Project</td>
<td>6</td>
<td>P Completion of 2000-level units required for at least one Science major.</td>
<td></td>
<td>Intensive December, Intensive January, Intensive July Semester 1, Semester 2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credit</td>
<td>Prerequisites</td>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>ISYS3401</td>
<td>Information Technology Evaluation</td>
<td>6</td>
<td>P (INFO2110 OR ISYS2110) AND (INFO2120 OR ISYS2120) AND (ISYS2140 OR ISYS2160)</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>ISYS3402</td>
<td>Decision Analytics and Support Systems</td>
<td>6</td>
<td>A Database Management AND Systems Analysis and Modelling</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P (ISYS2110 OR INFO2110) AND (ISYS2120 OR INFO2120)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SOFTWARE DEVELOPMENT

Advanced coursework and projects will be available in 2020 for students who complete this major.

### Software Development major

A major in Software Development requires 48 credit points from this table including:

(i) 12 credit points of 1000-level core units
(ii) 18 credit points of 2000-level core units
(iii) 12 credit points of 3000-level core units
(iv) 6 credit points of 3000-level interdisciplinary project units according to the following rules:

(a) for students in the Bachelor of Advanced Computing or Bachelor of Computing they must complete the SOFT coded interdisciplinary project units
(b) all other students may complete either the SOFT or SCPU coded units

### Software Development minor

A minor in Software Development requires 36 credit points from this table including:

(i) 12 credit points of 1000-level core units
(ii) 18 credit points of 2000-level core units
(iii) 6 credit points of 3000-level selective units

### Units of study

The units of study are listed below.

### 1000-level units of study

<table>
<thead>
<tr>
<th>Core Unit of study</th>
<th>Credit points</th>
<th>Assumed knowledge</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO1110 Introduction to Programming</td>
<td>6</td>
<td>N INFO1910 OR INFO1103 OR INFO1903 OR INFO1105 OR INFO1905</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>INFO1910 Introduction to Programming (Advanced)</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2000-level units of study

#### Core

<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>COMP2123</td>
<td>Data Structures and Algorithms</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2823</td>
<td>Semester 1</td>
</tr>
<tr>
<td>COMP2823</td>
<td>Data Structures and Algorithms (Adv)</td>
<td>6</td>
<td>P INFO1110 OR INFO1910 OR INFO1113 OR DATA1002 OR DATA1902 OR INFO1103 OR INFO1903 N INFO1105 OR INFO1905 OR COMP2123</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOFT2201</td>
<td>Software Construction and Design 1</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905 N INFO3220</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SOFT2412</td>
<td>Agile Software Development Practices</td>
<td>6</td>
<td>P INFO1113 OR INFO1103 OR INFO1105 OR INFO1905</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### 3000-level units of study

#### Major core

<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>SOFT3202</td>
<td>Software Construction and Design 2</td>
<td>6</td>
<td>P SOFT2201 N INFO3220</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SOFT3410</td>
<td>Concurrency for Software Development</td>
<td>6</td>
<td>P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823))</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Interdisciplinary project

<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>SOFT3888</td>
<td>Software Development Project</td>
<td>6</td>
<td>A SOFT3202 P [18CP 2000-level or above units from SOFT, COMP or INFO] N SOFT3413</td>
<td>Semester 2</td>
</tr>
<tr>
<td>SCPU3001</td>
<td>Science Interdisciplinary Project</td>
<td>6</td>
<td>P Completion of 2000-level units required for at least one Science major.</td>
<td>Intensive December Intensive</td>
</tr>
</tbody>
</table>
### Minor selective

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOFT3202</td>
<td>Software Construction and Design 2</td>
<td>6</td>
<td>P SOFT2201 N INFO3220</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SOFT3410</td>
<td>Concurrency for Software Development</td>
<td>6</td>
<td>P (INFO1105 OR INFO1905) OR ((INFO1103 OR INFO1113) AND (COMP2123 OR COMP2823))</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

*Note: Department permission required for enrolment*
That the Academic Board note the report from meeting of the Graduate Studies Committee held on 18 June 2019 and:

(1) endorse the proposal from the Faculty of Health Sciences to delete the Doctor of Health Science, Master of Health Informatics, Master of Health Sciences (Medical Radiation Sciences), Master of Molecular Imaging, Master of Nuclear Medicine, Master of Orthoptics, Master of Radiation Therapy, Graduate Diploma of Health Sciences (Medical Radiation Sciences) and Graduate Certificate of Health Sciences (Medical Radiation Sciences) from the Resolutions of Senate for the Faculty of Health Sciences, and recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Health Sciences, with effect from 1 January 2020;

(2) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Economic Analysis and embedded award courses and approve the amendment of unit of study tables arising from the proposal, with effect from January 1, 2020;

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

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

(5) approve the proposal from the Faculty of Medicine & Health to amend the Master of Medicine and Master of Science in Medicine, as amended, and approve the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020;

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

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

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

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

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

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

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

ITEMS FOR APPROVAL

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

9.2 Arts & Social Sciences: Master of Economic Analysis

9.3 Arts & Social Sciences: Master of Education

9.4 Law: Juris Doctor

9.5 Medicine & Health: Master of Medicine and Master of Science in Medicine

9.6 Medicine & Health: Master of Nursing (Nurse Practitioner)

9.7 Medicine & Health: Postgraduate award courses

9.8 Medicine & Health: Master of Global Health / Master of Philosophy, Master of Public Health / Master of Philosophy

9.9 Medicine & Health: Master of Health Policy / Master of Philosophy

9.10 Education Portfolio: Linking Degree Codes to Table R

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

ITEMS FOR NOTING

9.12 Improving HDR Supervision at the University of Sydney

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

The Committee also:

- noted the Report of the Chair;
- noted the Report of the Academic Board meeting held on 4 June 2019;
- noted the report of the meeting of the Admissions Sub-Committee held on 28 May 2019;
- noted the report from the Board of Interdisciplinary Studies on its meeting of 29 May 2019;
- noted the report of the Higher Degree by Research Scholarships Subcommittee (HDRSSC) of its meetings held on 3 May and 7 June 2019;
- agreed to hold over discussion of a number of amendments to HDR award courses; and
- noted the withdrawal of a proposal from the Business School to amend the Master of Management (CEMS).
Full agenda papers are available from the Graduate Studies Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/graduate-studies/2019/20190618-GSC-Agenda-Pack.pdf

Associate Professor Michael Kertesz
Chair, Graduate Studies Committee
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Clare Higgins, Curriculum and Information Manager, Faculty of Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>A/Prof Corinne Caillaud, Associate Dean Education, Faculty of Health Sciences</td>
</tr>
<tr>
<td>Paper title</td>
<td>Course deletion proposal for suspended courses offered by the Faculty of Health Sciences</td>
</tr>
<tr>
<td>Purpose</td>
<td>This proposal seeks approval for the deletion of several postgraduate courses from the Resolutions of Senate for the Faculty of Health Sciences.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

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

EXECUTIVE SUMMARY

In preparation for the Faculty of Health Sciences joining the Faculty of Medicine and Health as the Sydney School of Health Sciences in 2020, the Resolutions of Senate for the Faculty of Health Sciences has been reviewed. Several postgraduate courses that are currently in a state of 'suspended admission' have now been identified for deletion, rather than including them in the new Resolutions of Senate for the Faculty of Medicine and Health.

This proposal seeks approval for the deletion of the following courses:

Doctor of Health Science (RPHEASCI-01)
Master of Health Informatics (MAHEAINF-01)
Master of Health Sciences (Medical Radiation Sciences) (MAHSCMRS-02)
Master of Molecular Imaging (MAMOLIMG-02)
Master of Nuclear Medicine (MANUCMED-01)
Master of Orthoptics (MAORTTHOP-01)
Master of Radiation Therapy (MARADTHE-01)
Graduate Diploma of Health Sciences (Medical Radiation Sciences) (GEHSCMRS-02)
Graduate Certificate of Health Sciences (Medical Radiation Sciences) (GCHSCMRS-02)

There are no applicants or continuing students remaining in the above listed courses, with the final enrolled students completing in 2017.
Course management template

Use this template to:

- propose a **new course** of study following approval of an EOI
- propose an **amendment to an existing course** of study
- request the **deletion of a course** of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: iap.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd

---

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

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

<table>
<thead>
<tr>
<th>Name of course</th>
<th>Doctor of Health Science (RPHEASCIC-01)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master of Health Informatics (MAHEAINF-01)</td>
</tr>
<tr>
<td></td>
<td>Master of Health Sciences (Medical Radiation Sciences) (MAHSCMRS-02)</td>
</tr>
<tr>
<td></td>
<td>Master of Molecular Imaging (MAMOLIMG-02)</td>
</tr>
<tr>
<td></td>
<td>Master of Nuclear Medicine (MANUCMED-01)</td>
</tr>
<tr>
<td></td>
<td>Master of Orthoptics (MAORTHOP-01)</td>
</tr>
<tr>
<td></td>
<td>Master of Radiation Therapy (MARADTHE-01)</td>
</tr>
<tr>
<td></td>
<td>Graduate Diploma of Health Sciences (Medical Radiation Sciences) (GEHSCMRS-02)</td>
</tr>
<tr>
<td></td>
<td>Graduate Certificate of Health Sciences (Medical Radiation Sciences) (GCHSCMRS-02)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Managing faculty</th>
<th>Faculty of Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of proponent</td>
<td>Ms Clare Higgins, Co-Head Education Services</td>
</tr>
<tr>
<td>Telephone</td>
<td>02 9036 7306</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:clare.higgins@sydney.edu.au">clare.higgins@sydney.edu.au</a></td>
</tr>
<tr>
<td>Version date</td>
<td>17/05/2019</td>
</tr>
<tr>
<td>☑ Undergraduate</td>
<td>☑ Postgraduate coursework</td>
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<td></td>
<td>☐ Postgraduate research</td>
</tr>
<tr>
<td></td>
<td>Signature</td>
</tr>
</tbody>
</table>

Dean

Acting Faculty Manager

Deputy Vice-Chancellor (Education)

Divisional Finance Director

Head of Recruitment

Section 1.5

Library Director

Appendix 4
PART 1: Strategy and marketing analysis

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

The purpose of this proposal is seek formal approval for deletion of postgraduate courses no longer offered by the Faculty of Health Sciences, in advance of the merger of the Faculty with the Faculty of Medicine and Health.

This is essentially an administrative exercise.

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>21/3/2019</td>
<td>Prof Sarah Lewis, Head of Discipline of Medical Imaging Science</td>
<td>Email</td>
<td>Email</td>
</tr>
<tr>
<td>2/4/2019</td>
<td>FHS Education Committee</td>
<td>Meeting</td>
<td>Minutes</td>
</tr>
<tr>
<td>7/6/2019</td>
<td>Jane Conway, Faculty of Medicine and Health</td>
<td>Email</td>
<td>Email</td>
</tr>
<tr>
<td>7/6/2019</td>
<td>Sunny Colomer, Admissions Manager</td>
<td>Email</td>
<td>Email</td>
</tr>
<tr>
<td>7/6/2019</td>
<td>Anne-Laure Rijsssemus, Director Transition – Finance</td>
<td>Email</td>
<td>Email</td>
</tr>
<tr>
<td>7/6/2019</td>
<td>Tessy Jolly, Institutional Planning and Analytics</td>
<td>Email</td>
<td>Email</td>
</tr>
<tr>
<td>7/6/2019</td>
<td>Laurie Guthrie, Marketing and Communications Manager - Health</td>
<td>Email</td>
<td>Email</td>
</tr>
<tr>
<td>7/6/2019</td>
<td>Grace Guan, Head of Student Recruitment (Medicine and Health)</td>
<td>Email</td>
<td>Email</td>
</tr>
</tbody>
</table>

*Evidence of the consultation process and outcome(s) achieved should be attached

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 courses indicated in this proposal for deletion have not been included in the Faculty’s current or future budget projections. Deletion of these courses will not impact the financial position of the Faculty or University.
**PART 3: Course details**

<table>
<thead>
<tr>
<th>3.1 Course name</th>
<th>3.2 Course abbreviation</th>
<th>3.3 Name of award:</th>
<th>3.4 Combined degree?</th>
<th>3.6 Honours offered?</th>
<th>3.9 Course group</th>
<th>3.25 Articulation pathways</th>
<th>3.29 Continuing students</th>
<th>3.30 Commencing students and student consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Health Science</td>
<td>HScD</td>
<td>Doctor of Health Science</td>
<td>No</td>
<td>No</td>
<td>PG Research</td>
<td>Not applicable</td>
<td>There are no continuing students enrolled in this course.</td>
<td>There are no applicants or offer holders for this course.</td>
</tr>
<tr>
<td>Master of Health Informatics</td>
<td>MHI</td>
<td>Master of Health Informatics</td>
<td>No</td>
<td>No</td>
<td>PG Coursework</td>
<td>Not applicable</td>
<td>There are no continuing students enrolled in this course.</td>
<td>There are no applicants or offer holders for this course.</td>
</tr>
<tr>
<td>Master of Health Sciences (Medical Radiation Sciences)</td>
<td>MHIthSc(MRS)</td>
<td>Master of Health Sciences (Medical Radiation Sciences)</td>
<td>No</td>
<td>No</td>
<td>PG Coursework</td>
<td>Not applicable</td>
<td>There are no continuing students enrolled in this course.</td>
<td>There are no applicants or offer holders for this course.</td>
</tr>
<tr>
<td>Master of Molecular Imaging</td>
<td>MMolImag</td>
<td>Master of Molecular Imaging</td>
<td>No</td>
<td>No</td>
<td>PG Coursework</td>
<td>Not applicable</td>
<td>There are no continuing students enrolled in this course.</td>
<td>There are no applicants or offer holders for this course.</td>
</tr>
<tr>
<td>Master of Nuclear Medicine</td>
<td>MNM</td>
<td>Master of Nuclear Medicine</td>
<td>No</td>
<td>No</td>
<td>PG Coursework</td>
<td>Not applicable</td>
<td>There are no continuing students enrolled in this course.</td>
<td>There are no applicants or offer holders for this course.</td>
</tr>
<tr>
<td>Master of Orthoptics</td>
<td>MOOrth</td>
<td>Master of Orthoptics</td>
<td>No</td>
<td>No</td>
<td>PG Coursework</td>
<td>Not applicable</td>
<td>There are no continuing students enrolled in this course.</td>
<td>There are no applicants or offer holders for this course.</td>
</tr>
<tr>
<td>Master of Radiation Therapy</td>
<td>MRT</td>
<td>Master of Radiation Therapy</td>
<td>No</td>
<td>No</td>
<td>PG Coursework</td>
<td>Not applicable</td>
<td>There are no continuing students enrolled in this course.</td>
<td>There are no applicants or offer holders for this course.</td>
</tr>
<tr>
<td>Graduate Diploma of Health Sciences (Medical Radiation Sciences)</td>
<td>GradDipHtlhSc(MRS)</td>
<td>Graduate Diploma of Health Sciences (Medical Radiation Sciences)</td>
<td>No</td>
<td>No</td>
<td>PG Coursework</td>
<td>Not applicable</td>
<td>There are no continuing students enrolled in this course.</td>
<td>There are no applicants or offer holders for this course.</td>
</tr>
<tr>
<td>Graduate Certificate of Health Sciences (Medical Radiation Sciences)</td>
<td>GradDipHtlhSc(MRS)</td>
<td>Graduate Certificate of Health Sciences (Medical Radiation Sciences)</td>
<td>No</td>
<td>No</td>
<td>PG Coursework</td>
<td>Not applicable</td>
<td>There are no continuing students enrolled in this course.</td>
<td>There are no applicants or offer holders for this course.</td>
</tr>
</tbody>
</table>
PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

5.1 CRICOS Code: □ Application required ☒ Not applicable

Following approval, please contact the Compliance Unit to apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University (email: esos.compliance@sydney.edu.au). Courses that are not offered to international student visa holders do not require a CRICOS code. Courses with a delivery of more than 25% distance or online study cannot be registered.

Details of these courses should now be requested to be removed from the CRICOS register as applicable.

If a new stream is being sought within an existing CRICOS registered course, and any of the following characteristics have changed from the original course, a separate and distinct CRICOS code will be needed: changes to price, duration, location, mode of study; work component, qualification level and distinct course structure (specialist courses) where specialisation is included in the award title and on the testamur.

5.2 UAC Code: □ Application required ☒ Not applicable

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

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.

Relevant external accreditation boards were advised of the suspension of admission of courses and were notified after all students had graduated from the course.

7.11 Joint ventures with other universities

If this proposal comprises a joint venture with another university, please provide details of governance arrangements, including alignment of policy and student support processes with the partner institution(s), examination arrangements and quality assurance processes.

N/A

7.12 Resolutions

Senate, Faculty and Course Resolutions

The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable.

7.12.1 Are there changes to the list of Degrees, Diplomas and Certificates conferred by your faculty, as listed in the Resolutions of the Senate available in the University Calendar? If Yes, complete Appendix 1

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)

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.

<table>
<thead>
<tr>
<th>7.12.5</th>
<th>Last semester intake under existing Resolutions</th>
<th>Domestic</th>
<th>See over page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>International</td>
<td>See over page</td>
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</table>

| 7.12.6 | Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students? | Not applicable |

| 7.12.7 | For course deletions, advise the last date for enrolments into the existing course | 2017 |

| 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 | Attached |

<p>| 7.12.9 | For course deletions, outline the provisions in place for students enrolled under existing Resolutions | N/A |
|---------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <strong>Doctor of Health Science</strong> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Exempt - International Full Fee Paying | 42   | 42   | 48   | 44   | 48   | 44   | 46   | 33   | 26   | 13   | 10   | 3    | 4    |      |      |      |      |
| Exempt - PG Exemption Scholarship |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Exempt - PG Exemption Scholarship (RTS) | 7    | 11   | 35   |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Exempt - Research Training Scheme | 35   | 40   | 37   | 37   | 21   | 15   | 10   | 3    | 1    | 2    |      |      |      |      |      |      |      |
| Exempt - Research Training Scheme (Pre-2001) | 9    | 8    | 6    | 7    | 5    |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - International Fee Paying | 1    | 1    | 1    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - Local Fee Paying (Award/Enabling) | 35   | 31   | 1    | 2    |      |      |      |      |      |      |      |      |      |      |      |      |      |
| (blank) |      |      |      | 8    | 6    | 21   | 1    | 1    |      |      |      |      |      |      |      |      |      |
| <strong>Master of Health Informatics</strong> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - Deferred through HECS-HELP |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 8    |
| Liable - International Fee Paying | 2    | 2    | 8    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - International Fee Paying (Sponsored) | 2    | 1    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - Local Fee Paying (Award/Enabling) | 1    | 2    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - Pay upfront with discount | 1    | 1    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - Deferred through FEE-HELP (Award/Enabling) |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 3    |
| <strong>Master of Health Science (Health Informatics)</strong> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Exempt - International Full Fee Paying | 1    | 2    | 1    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - Deferred To Tax | 1    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - International Fee Paying |      |      | 1    | 3    |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - Local Fee Paying (Award/Enabling) | 1    | 2    | 2    | 1    |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - Local PG Fee Paying | 10   | 3    | 6    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - Postgraduate Education Loan Scheme | 1    | 4    | 2    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - Deferred through FEE-HELP (Award/Enabling) |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 3    |
| (blank) | 4    | 4    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| <strong>Master of Molecular Imaging</strong> |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Liable - International Fee Paying | 1    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      | 1    |
| Liable - Local Fee Paying (Award/Enabling) | 3    | 1    |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |</p>
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**Course and Liability type**

- **Master of Nuclear Medicine**
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  - 2014: 1
  - 2015: 1
  - 2016: 1
  - 2017: 1
  - 2018: 1

- **Master of Orthoptics**
  - 2002: 1
  - 2003: 10
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  - 2010: 27

- **Mstr of Health Sci (Medical Radiation Sciences)**
  - 2002: 26
  - 2003: 16
  - 2004: 56
  - 2005: 17
  - 2006: 110
  - 2007: 95
  - 2008: 77
  - 2009: 122
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  - 2014: 60
  - 2015: 5
  - 2016: 1

- **Grand Total**
  - 2002: 43
  - 2003: 25
  - 2004: 66
  - 2005: 32
  - 2006: 118
  - 2007: 97
  - 2008: 145
  - 2009: 135
  - 2010: 142
  - 2011: 115
  - 2012: 86
  - 2013: 63
  - 2014: 8
  - 2015: 1
  - 2016: 1
Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Health Sciences

(1) 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 Health Sciences.

(2) This list is amended with effect from 1 January, 2015. 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

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<td>RPPHDHEA-02</td>
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<td>MAOCCTHE-02</td>
<td>Master of Occupational Therapy</td>
<td>MOT</td>
<td>96</td>
</tr>
<tr>
<td>MAORTHOP-01</td>
<td>Master of Orthoptics (admission suspended 2014)</td>
<td>MOrth</td>
<td>96</td>
</tr>
<tr>
<td>MAPHYSIO-01</td>
<td>Master of Physiotherapy</td>
<td>MPhty</td>
<td>96</td>
</tr>
<tr>
<td>Code</td>
<td>Course title</td>
<td>Abbreviation</td>
<td>Credit points</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>MARADTHE-01</td>
<td>Master of Radiation Therapy (admission suspended 2013)</td>
<td>MRT</td>
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<tr>
<td>MAREHCOU-03</td>
<td>Master of Rehabilitation Counselling</td>
<td>MRehabCling</td>
<td>96</td>
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<tr>
<td>MASPLAPA-01</td>
<td>Master of Speech Language Pathology Bachelor of Applied Science</td>
<td>MSLP</td>
<td>96</td>
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<tr>
<td>BPASEXPH-02</td>
<td>Exercise Physiology</td>
<td>BAppSc(ExPhys)</td>
<td>192</td>
</tr>
<tr>
<td>BPASESSC-03</td>
<td>Exercise and Sport Science</td>
<td>BAppSc(Ex&amp;SpSc)</td>
<td>144</td>
</tr>
<tr>
<td>BPASDRAD-01</td>
<td>Diagnostic Radiography</td>
<td>BAppSc(DR)</td>
<td>192</td>
</tr>
<tr>
<td>BPASOCTE-05</td>
<td>Occupational Therapy</td>
<td>BAppSc(OT)</td>
<td>192</td>
</tr>
<tr>
<td>BPASPHYS-06</td>
<td>Physiotherapy</td>
<td>BAppSc(Phty)</td>
<td>192</td>
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<tr>
<td>PAssPPA-06</td>
<td>Speech Pathology</td>
<td>BAppSc(SpPath)</td>
<td>192</td>
</tr>
<tr>
<td>BPHEASCI-02</td>
<td>Bachelor of Health Sciences (admission suspended 2018)</td>
<td>BHlthSci</td>
<td>144</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study
^may be awarded with honours in an integrated program

3 Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
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</thead>
<tbody>
<tr>
<td>BPASEAVS-01</td>
<td>Bachelor of Applied Science (Exercise and Sport Science) and Bachelor of Advanced Studies ^</td>
<td>BAppSc(Ex&amp;SpSc)/BAdvStudies</td>
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</table>

^may be awarded with honours in an integrated program

4 Double degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUHSCNUR-02</td>
<td>Bachelor of Health Sciences* and Master of Nursing (admission suspended 2018)</td>
<td>BHlthSci/MN</td>
<td>192</td>
</tr>
<tr>
<td>BPASENUD-01</td>
<td>Bachelor of Applied Science (Exercise and Sport Science)* and Master of Nutrition and Dietetics (admission suspended 2018)</td>
<td>BAppSc(Ex&amp;SpSc)/MNutrDiet</td>
<td>240</td>
</tr>
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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
### 5 Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNCOMMDI-01</td>
<td>Graduate Diploma in Communication Disorders (exit only)</td>
<td>GradDipCommDis</td>
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</tr>
<tr>
<td>GEHSCMRS-02</td>
<td>Graduate Diploma of Health Science</td>
<td>GradDipHlthSc(MRS)</td>
<td>36</td>
</tr>
<tr>
<td>GNMDIMGS-01</td>
<td>Graduate Diploma in Medical Imaging Science</td>
<td>GradDipMIS</td>
<td>48</td>
</tr>
<tr>
<td>GNREHCOU-02</td>
<td>Graduate Diploma in Rehabilitation Counselling</td>
<td>GradDipRehabClng</td>
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</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>GCHSDEDI-01</td>
<td>Developmental Disability (admission suspended 2018)</td>
<td>GradCertHlthSc(D)</td>
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<tr>
<td>GCHSCMRS-02</td>
<td>Medical Radiation Sciences (admission suspended 2015)</td>
<td>GradCertHlthSc(MRS)</td>
<td>24</td>
</tr>
<tr>
<td>GCMDIMGS-01</td>
<td>Graduate Certificate in Medical Imaging Science</td>
<td>GradCertMIS</td>
<td>24</td>
</tr>
</tbody>
</table>
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 Economic Analysis and embedded award courses; and
(2) approve the amendment of unit of study tables arising from the proposal, with effect from January 1, 2020.

EXECUTIVE SUMMARY

It is proposed to introduce a suite of alternate units to the core unit collection for the Master of Economic Analysis to address issues encountered by students who are admitted without having completed prior postgraduate study at Sydney in specific postgraduate Economics units.

As the Master of Economic Analysis core units are also included in other programs including the Master of Economics and its embedded programs, and have prerequisites, the manual enrolment of commencing students and subsequent enrolment via special permission has been required for a significant section of its cohort who have not previously completed the prerequisite units within the Economics program. This has resulted in a negative student experience and increased the workload for Faculty Services.

The proposed solution requires the co-badging of units and is consistent with a solution proposed in 2018 by the Academic Model Team to resolve a similar issue encountered in the Master of Professional Engineering (Accelerated) for the Faculty of Engineering and IT. Master of Economic Analysis students will have a uniquely defined pathway into units of study that are core units in the program. That pathway will reflect the students prior learning experience either at the University of Sydney (and therefore having completed prerequisites) or other studies which facilitated direct entry into the Master of Economic Analysis. Care has been taken to ensure that students have a well-defined pathway through the degree which reflects their experience prior to beginning the Master of Economic Analysis.

The proposed solution will have substantial positive workload implications for Faculty Services and academic staff and enhance the student experience.

The Academic Model Team have confirmed that a new build would not be required if the existing core ECMT/ECON60XX units remained and the new ECMT/ECON670X units were added to the collection, rather than replacing the existing units.
ENDORSEMENT HISTORY

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
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</thead>
<tbody>
<tr>
<td>Graduate Studies Committee</td>
<td>30 April 2019</td>
<td>Revision and resubmission</td>
<td>Yes</td>
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</table>

IMPLEMENTATION

From January 1, 2020.

ATTACHMENTS

Minor course proposal: Economic Analysis
Master of Economic Analysis unit of study table
Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person: Jennifer Peden

1. Name of award course

<table>
<thead>
<tr>
<th>Master of Economic Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma in Economic Analysis</td>
</tr>
<tr>
<td>Graduate Certificate in Economic Analysis</td>
</tr>
</tbody>
</table>

2. Purpose of proposal

To amend the Table for the Master of Economic Analysis and embedded degrees to include alternate prerequisite-free co-taught versions of its core units.

Since its launch, as the Master of Economic Analysis core units are also included in other programs including the Master of Economics and its embedded programs, and have prerequisites, the manual enrolment of commencing students and subsequent enrolment via special permission has been required for a significant section of its cohort who have not previously completed the prerequisite units within the Economics program. This has resulted in a negative student experience and increased the workload for Faculty Services and academic staff.

The proposed solution requires the co-badging of units and is consistent with a solution proposed in 2018 by the Academic Model Team to resolve a similar issue encountered in the Master of Professional Engineering (Accelerated) for the Faculty of Engineering and IT. Master of Economic Analysis students will have a uniquely defined pathway into units of study that are core units in the program. That pathway will reflect the students prior learning experience either at the University of Sydney (and therefore having completed prerequisites) or other studies which facilitated direct entry into the Master of Economic Analysis. Care has been taken to ensure that students have a well-defined pathway through the degree which reflects their experience prior to beginning the Master of Economic Analysis.

The proposed solution will have substantial positive workload implications for Faculty Services and academics, and enhance the student experience.

3. Details of amendment

The Economic Analysis table has been revised to incorporate the alternate coded units. The implementation of new units also requires amendments to prerequisites and prohibitions for existing units in the table.

Appendix 1: Economic Analysis Table

4. Transitional arrangements

There will be no impact on currently enrolled students.

5. Other relevant information

n/a

6. Signature of Dean
ECONOMIC ANALYSIS

<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: Corequisites</th>
<th>Session</th>
</tr>
</thead>
</table>

**Economic analysis**

Candidates for the Graduate Certificate in Economic Analysis must complete 24 credit points of core units of study.

Candidates for the Graduate Diploma in Economic Analysis must complete 48 credit points, including 24 credit points of core units of study, at least 12 credit points of core elective units of study, and up to a maximum of 12 credit points of elective units of study.

Candidates for the Master of Economic Analysis must complete 72 credit points, including 24 credit points of core units of study, at least 24 credit points of core elective units of study, up to a maximum of 12 credit points of elective units of study and 12 credit points of capstone units of study.

**Core Units of Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>ECON6001</td>
<td>Microeconomics Analysis 1</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td>ECON6701</td>
<td>Microeconomics Analysis 1 A</td>
</tr>
<tr>
<td>ECON6002</td>
<td>Macroeconomics Analysis 1</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td>ECON6702</td>
<td>Macroeconomics Analysis 1 A</td>
</tr>
<tr>
<td>ECON6003</td>
<td>Mathematical Methods of Econ Analysis</td>
<td>6</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>ECON6703</td>
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<td></td>
</tr>
<tr>
<td>Mathematical Methods of Econ Analysis A</td>
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<td></td>
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<tr>
<td>ECMT6002</td>
<td>6</td>
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<tr>
<td>Econometric Applications</td>
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</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECMT6702</td>
<td>6</td>
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<tr>
<td>Econometric Applications A</td>
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Core Elective units of study

<table>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECON6901</td>
<td>6</td>
</tr>
<tr>
<td>Microeconomics Analysis 2</td>
<td></td>
</tr>
<tr>
<td>ECON6902</td>
<td>6</td>
</tr>
<tr>
<td>Macroeconomics Analysis 2</td>
<td></td>
</tr>
<tr>
<td>ECON6903</td>
<td>6</td>
</tr>
<tr>
<td>Topics in Bus. Cycles and Monetary Policy</td>
<td></td>
</tr>
<tr>
<td>ECON6904</td>
<td>6</td>
</tr>
<tr>
<td>Topics in Labour Economics</td>
<td></td>
</tr>
<tr>
<td>ECON6905</td>
<td>6</td>
</tr>
<tr>
<td>Topics in Industrial Organisation</td>
<td></td>
</tr>
<tr>
<td>ECON6906</td>
<td>6</td>
</tr>
<tr>
<td>Topics in Economic Development</td>
<td></td>
</tr>
<tr>
<td>ECON6907</td>
<td>6</td>
</tr>
<tr>
<td>Topics in History of Economic Thought</td>
<td></td>
</tr>
<tr>
<td>ECON6909</td>
<td>6</td>
</tr>
<tr>
<td>Topics in Microeconomic Analysis</td>
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</tr>
<tr>
<td>ECON6910</td>
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<tr>
<td>Topics in Macroeconomic Analysis</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>-------------</td>
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<tr>
<td>ECON6912</td>
<td>Topics in Empirical Macroeconomics</td>
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<tr>
<td>ECON6913</td>
<td>Topics in Economic History</td>
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<tr>
<td>ECON6948</td>
<td>Special Topic in Economic Analysis 1</td>
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<tr>
<td>ECON6949</td>
<td>Special Topic in Economic Analysis 2</td>
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<tr>
<td>ECON6998</td>
<td>Special Topic in Econometrics 1</td>
</tr>
<tr>
<td>ECON6999</td>
<td>Special Topic in Econometrics 2</td>
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**Elective units of study**

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<th>Units</th>
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<tbody>
<tr>
<td>ECMT6003</td>
<td>Applied Business Forecasting</td>
<td>6</td>
</tr>
<tr>
<td>ECMT6006</td>
<td>Applied Financial Econometrics</td>
<td>6</td>
</tr>
<tr>
<td>ECMT6007</td>
<td>Analysis of Panel Data</td>
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</tr>
<tr>
<td>ECON5004</td>
<td>Communication in Economics</td>
<td>6</td>
</tr>
<tr>
<td>ECON5006</td>
<td>Economics of Law and Public Policy</td>
<td>6</td>
</tr>
<tr>
<td>ECON5007</td>
<td>The Economics of Financial Markets</td>
<td>6</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
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<tr>
<td>ECON5008</td>
<td>Behavioural Economics</td>
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<tr>
<td>ECON5026</td>
<td>Strategic Business Relationships</td>
<td>6</td>
</tr>
<tr>
<td>ECON6006</td>
<td>Market Structure and Strategic Behaviour</td>
<td>6</td>
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<tr>
<td>ECON6008</td>
<td>International Money and Finance</td>
<td>6</td>
</tr>
<tr>
<td>ECON6009</td>
<td>Economics of the Labour Market</td>
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</tr>
<tr>
<td>ECON6010</td>
<td>Public Economics</td>
<td>6</td>
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<tr>
<td>ECON6016</td>
<td>Trade and Development</td>
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<td>ECON6018</td>
<td>Environmental Economics</td>
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<td>ECON6021</td>
<td>Financial Economics</td>
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<tr>
<td>ECON6023</td>
<td>International Trade</td>
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</tr>
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<td>ECON6024</td>
<td>Private Equity</td>
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<tr>
<td>ECON6025</td>
<td>Strategic Decision Making</td>
<td>6</td>
</tr>
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<td>ECON6029</td>
<td>Health Economics and Policy Evaluation</td>
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</tr>
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<td>ECON6031</td>
<td>International Finance and Globalisation</td>
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<td>ECON6101</td>
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<td>ECON6102</td>
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</table>

**Capstone units of study**

Capstone units available only to Masters students

<table>
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<th>Course Code</th>
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<tr>
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<tr>
<td>ECON7020</td>
<td>Economics Research Dissertation B</td>
<td>6</td>
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</tbody>
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Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Jennifer Peden, Coordinator Curriculum &amp; Quality Faculty of Arts &amp; Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Dr Jan Shaw, Associate Dean (Postgraduate Coursework Programs) Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Proposal / Paper title</td>
<td>Minor course amendment to the Master of Education</td>
</tr>
<tr>
<td>Proposed Year of Implementation</td>
<td>2020</td>
</tr>
<tr>
<td>Faculty Approval Date</td>
<td>15 April 2019</td>
</tr>
<tr>
<td>Purpose</td>
<td>To amend the resolutions for the Master of Education and embedded courses to reflect the streaming of the degree and add an elective component to the Taronga Conservation Education stream.</td>
</tr>
<tr>
<td>Proposal Presenter</td>
<td>Dr Jan Shaw</td>
</tr>
</tbody>
</table>

RECOMMENDATION

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

EXECUTIVE SUMMARY

It is proposed to amend the resolutions and tables for the Master of Education and embedded course to update the terminology used from “specialisations” to “streams” to better reflect the nature of the course components. This follows feedback from IAP/CCPC and the Board of Interdisciplinary Studies in considering the newly proposed Master of Education (Digital Technologies) stream.

Note that this is a terminology change only within the resolutions to align with the current degree structure. The existing “specialisations” are built as streams in Sydney Student. The Master of Education can also be completed without a stream. This does not require a new build by the Academic Model Team.

Secondly and separately, it is proposed that the requirements as listed in the table for the Master of Education (Taronga Conservation Education) stream be amended to introduce an elective component. This brings the stream into alignment with the other streams in the Master of Education.

ENDORSEMENT HISTORY

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Studies Committee</td>
<td>30 April 2019</td>
<td>Revise and resubmit</td>
<td>Yes</td>
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</table>

ATTACHMENTS

Minor course proposal: Master of Education
Minor course proposal: Master of Education (Taronga Conservation Education)
Course resolutions for the Master of Education and embedded courses
Unit of study table for the Master of Education (Taronga Conservation Education) stream
Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person: Jennifer Peden

1. **Name of award course**
   - Master of Education
   - Graduate Diploma in Educational Studies
   - Graduate Certificate in Educational Studies

2. **Purpose of proposal**
   To amend the resolutions and tables for the Master of Education and embedded course to update the terminology “specialisations” to “streams” to better reflect the nature of the course components.

   This has been undertaken following feedback from IAP/CCPC and the Board of Interdisciplinary Studies in conjunction with the Master of Education (Digital Technologies) proposal.

   The impacted specialisations in the Master of Education and embedded courses are:
   - Educational Management and Leadership
   - Educational Psychology
   - Digital Technologies (pending approval)
   - Higher Education
   - International Education
   - Leadership in Aboriginal Education
   - Special and Inclusive Education
   - Sports Coaching
   - Teaching English to Speakers of other Languages
   - Taronga Conservation Education:

3. **Details of amendment**
   See the attached marked up resolutions for the Master of Education.

4. **Transitional arrangements**
   The proposed amendments do not affect students who are currently enrolled.

5. **Other relevant information**

6. **Signature of Dean**
Minor Course Amendment Proposal

Faculty: Arts and Social Sciences

Contact person: Dr Debra Talbot

1. Name of award course
   Master of Education (Taronga Conservation Education)
   Graduate Diploma in Educational Studies (Taronga Conservation Education)

2. Purpose of proposal
   To amend the Awards and requirements so that electives units are to be added

3. Details of amendment
   Candidates for the Master of Education (Taronga Conservation Education) must complete 48 credit points, including 18 credit points of core units of study developed and delivered at Taronga, 6 credit points of core units of study developed and delivered at The University of Sydney, a minimum of 12 credit points of elective units of study, and a maximum of 12 credit points of capstone units of study, and a maximum of 12 credit points of postgraduate Education units of study which can be chosen from any Master of Education program.

   Candidates for the Graduate Diploma in Educational Studies (Taronga Conservation Education) must complete 36 credit points, including a minimum of 24 credit points of core units of study and a maximum of 12 credit points of elective units of study, postgraduate Education units of study chosen from any Master of Education program.

4. Transitional arrangements
   1. These resolutions apply to students who commenced their candidature after 1 January, 2019 2020 and students who commenced their candidature prior to January, 2019 2020 who elect to proceed under these resolutions.
   2. Students who commenced prior to 1 January, 2019 2020 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, 2024 2025 and provided that there is no suspension of candidature, in which case the candidature 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.

5. Other relevant information

6. Signature of Dean
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 Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>GCEDEUSTD-02</td>
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</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 Policy.

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 streams) 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 stream specialization 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 specialization stream 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.
(c) 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 Sydney School of Education and Social Work 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 stream specialisation. Candidates who intend to undertake these courses with a stream specialisation must complete the requirements specified in the Streams Specialisations section below.
(3) To qualify for the award of the Graduate Certificate in Educational Studies without a stream 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 stream 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 stream 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 stream specialisation a candidate must complete 48 credit points of units of study, comprising:
(a) 18 credit points of units of study from one stream 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 Streams
(1) The completion of a stream specialisation is optional for these courses. The award of a stream specialisation is dependent on the units of study completed.
(2) A stream specialisation in the Graduate Certificate requires the completion of the required core and elective units of study listed in the Table for the relevant stream specialisation.
(3) A stream specialisation in the Graduate Diploma requires the completion of the required core and elective units of study listed in the Table for the relevant stream specialisation.
(4) A stream specialisation in the Master of Education requires the completion of a minimum of 30 credit points (except for the stream specialisation Taronga Conservation Education which requires the completion of a minimum of 24 credit points) chosen from units of study specific to the relevant stream specialisation, including the specified number of core and elective units for that stream specialisation, and a minimum of 6 credit points of capstone units.
(5) The stream specialisations available are:
(a) Digital Technologies
(b) Educational Management and Leadership
(c) Educational Psychology
(d) Higher Education *
(e) International Education
(f) Leadership in Aboriginal Education
(g) Special and Inclusive Education
(h) Sports Coaching
(i) Teaching English to Speakers of other Languages
(j) Taronga Conservation Education

* This stream specialisation is only offered at the Graduate Certificate level. Candidates completing this stream specialisation can progress to the Graduate Diploma or Master's degree; however will be awarded with no stream 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, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions.
## Taronga Conservation Education

Candidates for the Master of Education (Taronga Conservation Education) must complete 48 credit points, including 18 credit points of core units of study developed and delivered at Taronga, 6 credit points of core units of study developed and delivered at The University of Sydney, a minimum of 12 credit points of elective units of study, and a maximum of 12 credit points of capstone units of study and a maximum of 12 credit points of postgraduate Education units of study which can be chosen from any Master of Education program.

Candidates for the Graduate Diploma in Educational Studies (Taronga Conservation Education) must complete 36 credit points, including a minimum of 24 credit points of core units of study and a maximum of 6-12 credit points of elective units of study.

Candidates for the Graduate Certificate in Educational Studies (Taronga Conservation Education) must complete 24 credit points of core units of study.

### Core 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>EDPT5002 Understanding Conservation Science</td>
<td>6</td>
<td></td>
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<td>Semester 1</td>
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<tr>
<td>EDPT5003 Environmental Education Programs</td>
<td>6</td>
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<td></td>
<td>* Understanding Conservation Science (new proposal)</td>
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<td>Semester 2</td>
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<tr>
<td>EDPT5004 Conservation Leadership and Change</td>
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<td>* Understanding Conservation Science (new proposal)</td>
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<td>Semester 2</td>
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<tr>
<td>EDPC5022 Design for Learning</td>
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<td>Semester 1</td>
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### Elective units

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<th>Unit of study</th>
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<th>Session</th>
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<tr>
<td>EDPA5013 Program Evaluation</td>
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<tr>
<td>EDPB5002 Globalisation and Education</td>
<td>6</td>
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<tr>
<td>EDPB5016 Global Poverty, Social Policy and Ed</td>
<td>6</td>
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<td>EDPD5001 Students with Special Educational Needs</td>
<td>6</td>
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<td>EDPE6011 Learning and Individual Differences</td>
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<td>EDPE6013 Learning and Teaching Thinking Skills</td>
<td>6</td>
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<td>Course Code</td>
<td>Course Name</td>
<td>Credit Points</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>EDPL6002</td>
<td>Aboriginal Community Collaboration</td>
<td>6</td>
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<tr>
<td>EDPK5003</td>
<td>Developing a Research Project</td>
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<tr>
<td>SCWK6048</td>
<td>Environmental Change for Social Justice</td>
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<td>SCWK6023</td>
<td>Practice with Indigenous Australians</td>
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<td><strong>Capstone units</strong></td>
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<td>EDPZ6730</td>
<td>Special Project 1</td>
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<tr>
<td>EDPZ6731</td>
<td>Special Project 2</td>
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<td>Dissertation Part 1</td>
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EXECUTIVE SUMMARY

The purpose of this proposal is to make minor changes to the Juris Doctor course resolutions in order to ensure compliance with University policy, and to remove any ambiguity in the interpretation of the resolutions.

The proposed changes seek to:

i. Amend references to “compulsory” units of study to “core” units of study as consistent with the Learning and Teaching Policy 2015;

ii. Clarify that units of study worth 0 credit points are included in the 102 credit points of core units of study;

iii. Amend the resolutions on suspension to ensure consistency with the amendments made to Part 13 of the Coursework Policy 2014;

iv. Emphasize that LAWS5000 Foundations of Law is a barrier unit for the rest of the degree; and

v. Clarify the resolutions on cross-institutional study and credit for previous study.

The proposal has been amended on the recommendation of the Graduate Studies Committee. The proposed changes have been requested in order to clarify that Sydney Law School approves the institution from which credit is sought.

ENDORSEMENT HISTORY

<table>
<thead>
<tr>
<th>Governance Body</th>
<th>Meeting Date</th>
<th>Conditional / Unconditional Endorsement</th>
<th>Has feedback from this committee been addressed?</th>
</tr>
</thead>
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<tr>
<td>BIS (if applicable)</td>
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<tr>
<td>CCPC / UE (if applicable)</td>
<td>N/A</td>
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</tbody>
</table>

ATTACHMENTS

1. Minor Course Amendment Proposal (Juris Doctor)
Minor Course Amendment Proposal

Faculty: The University of Sydney Law School
Contact person: Dr Kevin Walton, Associate Dean (Professional Law Programs)

1. Name of award course
Juris Doctor

2. Purpose of proposal
To amend the JD resolutions (i) to make the language in the resolutions consistent with the Learning and Teaching Policy 2015; (ii) to clarify that units of study worth 0 credit points are included in the 102 credit points of core units of study; (iii) to clarify the resolutions on cross-institutional study; (iv) to make the resolutions on suspension consistent with Part 13 of the Coursework Policy 2014 and (v) to emphasize that LAWS5000 Foundations of Law is a barrier unit for the rest of the degree.

3. Details of amendment

4 Requirements for award
(1) The units of study that may be taken for the course are set out in the Sydney Law School Juris Doctor Table.
(2) To qualify for the award of the Juris Doctor a candidate must complete 144 credit points taken from the Sydney Law School Juris Doctor Table, including:
   (a) 102 credit points of compulsory core units of study (including specified units of study worth 0 credit points); and
   (b) 42 credit points of elective units of study comprising:
      (i) a maximum of six units of study taken from Electives Part 1, and
      (ii) a minimum of one unit of study 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.
   (a) Enrolment in LAWS6000/JURS6000 units will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.
   (b) Enrolment in LAWS6000/JURS6000 units is only permitted after a candidate has completed 96 credit points towards the Juris Doctor.
   (c) Students may only enrol in LAWS6000/JURS6000 units listed in the Juris Doctor Elective units of study Table.
   (d) Any credit given for advanced learning Masters units will reduce students’ ability to take further LAWS6000/JURS6000 units of study.
(4) All candidates will be required to complete a capstone experience in their final year which is a unit of study designed to draw together and synthesize prior learning and experience, and form the basis for further intellectual and professional growth. This requirement will be met by completion of a Jurisprudence elective. Other electives taken in final year which may meet this requirement include external placements, mooting activities or research projects.

5 Cross-institutional study
(1) In addition to the provisions for cross-institutional study described in the resolutions of the University of Sydney Law School, cross-institutional study is only available under the following terms:
   (a) Candidates are not permitted to undertake any compulsory core unit or Part 2 elective (Jurisprudence) on a cross-institutional basis;
   (b) Candidates must have completed a minimum of 9648 credit points towards the Juris Doctor before undertaking any cross-institutional study;
   (c) Candidates can receive a maximum of 24 credit point for cross-institutional study;
   (d) Candidates must be in their final year and have satisfied satisfy the usual progression rules and maximum enrolment requirements;
   (e) The proposed cross-institutional unit must be offered within another Juris Doctor or Master of Laws program at a law school approved by Sydney Law School; Credit will not be granted towards units undertaken as part of a Bachelor of Laws degree.
(f) Credit will only be granted for a maximum of two advanced learning Master’s units. Candidates who apply in their penultimate year cannot enrol in more than 12 credit points of cross-institutional study in that year;

(g) Candidates who apply in their penultimate year cannot enrol in a cross-institutional unit that is offered within a Master of Laws program.

(2) Cross-institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

(3) The resolutions on cross-institutional study apply to study on exchange or study abroad that is undertaken during the final year of the degree.

6 Suspension, discontinuation and lapse of candidature

(1) Candidates are entitled to suspend their candidature for two years up to one year on each occasion. Further, a suspension of more than one year must be approved by the Associate Dean and will only be approved in cases of serious illness or misadventure.

(2) Candidates will not be permitted to suspend in order to complete another award course unless they can provide evidence that the award course can be completed within two years and they have not previously suspended.

7 Progression rules

(1) Candidates are required to complete the Juris Doctor units of study in the order listed in the University of Sydney Law School Juris Doctor Table.

(2) LAW5500 Foundations of Law is assumed knowledge for all other Juris Doctor units of study. Candidates must have successfully completed or be concurrently enrolled in LAW5500 in order to enrol in any other Juris Doctor unit of study.

(3) Candidates enrolled in the full-time stream must pass all Year One compulsory/core units of study before proceeding to Year Two.

(a) Candidates must pass all Year One and Year Two compulsory/core units of study before proceeding to enrol in any elective units with the following exception:

(i) A candidate who is in Year Two and has completed 48 credit points of compulsory/core units and is enrolled in 24 credit points in each semester may substitute one compulsory/core unit of study for one elective unit of study in each semester.

(ii) Where such a replacement has occurred, a candidate must enrol in the deferred compulsory/core unit(s) in Year Three of the program.

(iii) A candidate may not enrol in more than two electives in total in Year Two.

(4) Candidates enrolled in the part-time stream must pass all Year One and Year Two compulsory/core units of study before proceeding to Year Three.

(a) Candidates must pass all compulsory/core units in Years One, Two, Three and Four, before proceeding to enrol in any elective units of study with the following exception:

(i) A candidate who is in Year Four and has completed 72 credit points of compulsory/core units and is enrolled in 12 credit points in each semester may substitute one compulsory/core unit of study for one elective unit of study in each semester.

(ii) Where such a replacement has occurred, a candidate must enrol in the deferred compulsory/core unit(s) in Year Five of the program.

(iii) A candidate may not enrol in more than two electives in total in Year Four.

8 Credit for previous study

(1) A candidate may be granted a maximum of 48 credit points towards the requirements of the Juris Doctor.

(a) Specific credit will only be granted for equivalent compulsory/core units of study undertaken as part of a Juris Doctor degree at an approved Australian law school.

(b) Except as provided in 8(3) below, a maximum of 24 credit points of non-specific credit may be granted for elective units undertaken as part of a Juris Doctor or Masters degree at an approved law school approved by Sydney Law School. Of these 24 credit points, a maximum of two advanced learning Masters units can be credited to the Juris Doctor.

(2) A candidate may be granted credit for law units which have similar assessment requirements to units offered by the School.

(3) Candidates may be granted up to 42 credit points of unspecified credit only in the following circumstances:

(a) Candidates who have completed a law degree or equivalent professional legal qualification from a recognised law school outside Australia; or

(b) Candidates who are admitted into the Dual Law Degree Pathway.
Students granted up to 42 credit points of non-specific credit in these circumstances will be required to complete all compulsory units listed in the University of Sydney Law School Juris Doctor Table.

(4) A candidate may not be granted credit for units of study:
(a) for which the result is Terminating Pass, Conceded Pass or equivalent; or
(b) which have been relied upon to qualify for the award of another degree or qualification, except for:
(i) units of study which were taken as part of a completed overseas legal qualification; or
(ii) candidates admitted to the Dual Law Degree Pathway.
(c) which were undertaken as part of a Bachelor of Laws degree, except for:
(i) units of study which were taken as part of a completed overseas legal qualification; or
(ii) candidates admitted to the Dual Law Degree Pathway.

4. Transitional arrangements
No transitional arrangements are required.

5. Other relevant information

6. Signature of Dean

Professor Simon Bronitt
Head of School and Dean

Date: 02 / 07 / 2019
Juris Doctor

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.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJURDOC-01</td>
<td>Juris Doctor</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is generally full time. The University of Sydney School Law School will make a limited number of places available to part time candidates.

3 Admission to candidature

Admission to candidature for the Juris Doctor requires a bachelor's degree from any discipline other than Law. Students are assessed on a combination of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) and completed tertiary study. 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.

(2) Admission to candidature for the Juris Doctor under the Dual Law Degree Pathway is determined in accordance with the agreement between the University of Sydney Law School and the partner institution. Applicants are assessed on their incomplete law degree from the partner institution. 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.

4 Requirements for award

(1) The units of study that may be taken for the course are set out in the Sydney Law School Juris Doctor Table.

(a) 102 credit points of compulsory core units of study including specified units of study worth 0 credit points; and

(b) 42 credit points of elective units of study comprising:

(i) a maximum of six units of study taken from Electives Part 1, and

(ii) a minimum of one unit of study 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.

(a) Enrolment in LAWS6000/JURS6000 units will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.

(b) Enrolment in LAWS6000/JURS6000 units is only permitted after a candidate has completed 96 credit points towards the Juris Doctor.

(c) Students may only enrol in LAWS6000/JURS6000 units listed in the Juris Doctor Elective units of study Table.

(d) Any credit gained for advanced learning Masters units will reduce students' ability to take further LAWS6000/JURS6000 units of study.

(4) All candidates will be required to complete a capstone experience in their final year which is a unit of study designed to draw together and synthesize prior learning and experience, and form the basis for further intellectual and professional growth. This requirement will be met by completion of a Jurisprudence elective. Other electives taken in final year which may meet this requirement include external placements, mootering activities or research projects.

5 Cross-institutional study

(1) In addition to the provisions for cross-institutional study described in the resolutions of the University of Sydney Law School, cross-institutional study is only available under the following terms:

(a) Candidates are permitted to undertake any compulsory core unit or Part 2 elective (Jurisprudence) on a cross-institutional basis;

(b) Candidates must have completed a minimum of 84 credit points towards the Juris Doctor before undertaking any cross-institutional study;

(c) Candidates can receive a maximum of 24 credit point for cross-institutional study;

(d) Candidates must be in their final year and have satisfied the usual progression rules and maximum enrolment requirements;

(e) The proposed cross institutional unit must be offered within another Juris Doctor or Master of Laws program at a law school approved by Sydney Law School. Credit will not be granted towards units undertaken as part of a Bachelor of Laws degree.

(f) Credit will only be granted for a maximum of two advanced learning Masters units. Candidates who apply in their penultimate year cannot enrol in more than 12 credit points of cross-institutional study in that year.

(g) Candidates who apply in their penultimate year cannot enrol in a cross-institutional unit that is offered within a Master of Laws program.

(2) Cross-institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

(3) The resolutions on cross-institutional study apply to study on exchange or study abroad that is undertaken during the final year of the degree.

6 Suspension, discontinuation and lapse of candidature

Candidates are entitled to suspend their candidature for two years up to one year on each occasion. A Further suspension of more than one year must be approved by the Associate Dean and will only be approved in cases of serious illness or misadventure.
Candidates will not be permitted to suspend in order to complete another award course unless they can provide evidence that the award course can be completed within two years and they have not previously suspended.

7 Progression rules

(1) Candidates are required to complete the Juris Doctor units of study in the order listed in the University of Sydney Law School Juris Doctor Table.

(2) LAW5000 Foundations of Law is assumed knowledge for all other Juris Doctor units of study. Candidates must have successfully completed or be concurrently enrolled in LAW5000 in order to enrol in any other Juris Doctor unit of study.

(3) Candidates enrolled in the full-time stream must pass all Year One compulsory core units of study before proceeding to Year Two.

(a) Candidates must pass all Year One and Year Two compulsory core units of study before proceeding to enrol in any elective units with the following exception:

(i) A candidate who is in Year Two and has completed 48 credit points of compulsory core units and is enrolled in 24 credit points in each semester may substitute one compulsory core unit of study for one elective unit of study in each semester.

(ii) Where such a replacement has occurred, a candidate must enrol in the deferred compulsory core unit(s) in Year Three of the program.

(b) Candidates who are admitted into the Dual Law Degree Pathway.

(i) A candidate who is in Year Four and has completed 72 credit points of compulsory core units and is enrolled in 12 credit points in each semester may substitute one compulsory core unit of study for one elective unit of study in each semester.

(ii) Where such a replacement has occurred, a candidate must enrol in the deferred compulsory core unit(s) in Year Five of the program.

(iii) A candidate may not enrol in more than two electives in total in Year Two.

(4) Candidates enrolled in the part-time stream must pass all Year One and Year Two compulsory core units of study before proceeding to Year Three.

(a) Candidates must pass all compulsory core units in Years One, Two, Three and Four, before proceeding to enrol in any elective units of study with the following exception:

(i) A candidate who is in Year Four and has completed 72 credit points of compulsory core units and is enrolled in 12 credit points in each semester may substitute one compulsory core unit of study for one elective unit of study in each semester.

(ii) Where such a replacement has occurred, a candidate must enrol in the deferred compulsory core unit(s) in Year Five of the program.

(ii) A candidate may not enrol in more than two electives in total in Year Four.

8 Credit for previous study

(1) A candidate may be granted a maximum of 48 credit points towards the requirements of the Juris Doctor. Specific credit will only be granted for equivalent compulsory core units of study undertaken as part of a Juris Doctor degree at an approved Australian law school.

(a) Specific credit will only be granted for equivalent compulsory core units of study undertaken as part of a Juris Doctor degree at an approved Australian law school.

(b) Except as provided in B(3) below, a maximum of 24 credit points of non-specific credit may be granted for elective units undertaken as part of a Juris Doctor or Masters degree at an approved law school. Of these 24 credit points, a maximum of two advanced learning Masters units can be credited to the Juris Doctor.

(i) Specific credit will only be granted for equivalent compulsory core units of study undertaken as part of a Juris Doctor degree at an approved Australian law school.

(ii) Except as provided in B(3) below, a maximum of 24 credit points of non-specific credit may be granted for elective units undertaken as part of a Juris Doctor or Masters degree at a law school approved by Sydney Law School. Of these 24 credit points, a maximum of two advanced learning Masters units can be credited to the Juris Doctor.

(2) A candidate may be granted credit for law units which have similar assessment requirements to units offered by the School.

(a) Candidates who have completed a degree or equivalent professional legal qualification from a recognised law school outside Australia; or

(b) Candidates who are admitted into the Dual Law Degree Pathway.

Students granted up to 42 credit points of non-specific credit in these circumstances will be required to complete all compulsory core units listed in the University of Sydney Law School Juris Doctor Table.

(4) A candidate may not be granted credit for units of study:

(a) for which the result is Terminating Pass, Conceded Pass or equivalent; or

(b) which have been relied upon to qualify for the award of another degree or qualification, except for:

(i) units of study which were taken as part of a completed overseas legal qualification; or

(ii) candidates admitted to the Dual Law Degree Pathway.

(c) which were undertaken as part of Bachelor of Laws degree except for:

(i) units of study which were taken as part of a completed overseas legal qualification; or

(iii) candidates admitted to the Dual Law Degree Pathway.

9 Transitional provisions

These resolutions apply to candidates who commenced their candidature on or after 1 January 2019.

(2) For all students who commenced their candidature prior to 1 January 2019, students will have the option to transfer to the new resolutions, or remain on the old resolutions.
RECOMMENDATION

That the Graduate Studies Committee recommend that Academic Board:
(1) Approve the proposal from the Faculty of Medicine & Health to amend the Master of Medicine and Master of Science in Medicine; and
(2) approve the amendment of unit of study tables arising from the proposal.
with effect from 1 January 2020.

EXECUTIVE SUMMARY

This proposal recommends a number of amendments to the Master of Medicine and Master of Science in Medicine as follows:

1) Introduce new units of study in some streams:
   CLNP5009 Neurophysiology Professional Practice (Clinical Neurophysiology)
   CRIT5016 Major Trauma Management (Critical Care)
   CRIT5017 Introduction to Clinical Toxicology (Critical Care, Internal Medicine and Child and Adolescent Health)
   INTM5111 Advanced Haematology (Internal Medicine)
   PHAR7815 Regulation of Complementary Medicines (Pharmaceutical and Medical Device Development)
   PCOL5105 Commercialising MedTech and Pharma (Pharmaceutical and Medical Device Development)

2) Change the delivery mode of the unit of study SEXH5412 Sexual Health and Relationship Education from block mode to online mode.

3) Amend stream diets including cross listing additional existing units of study in various streams and removing some elective units of study which are poorly subscribed.

The AQF outcomes are not in any way affected by the above listed changes.

BACKGROUND / CONTEXT

The proposed changes are as a result of the maturation of the program, student demand and enrolment patterns and to maximise synergies across courses in the Faculty.
CONSULTATION

The changes were approved by the FMH Educational Committee via circulation and the FMH Faculty Board approved the changes on 11 April 2019.

At the Faculty Board meeting on 11 April 2019 Associate Professor Murray Fisher raised concerns about the proposed change to the admission requirements of the Science in Medicine courses in the General Practice and Primary Health Care stream. The proposed change was to restrict entry to registered nurses only – currently the entry requirement is a bachelor in a health or science related discipline which allows for nurses to be admitted. Professor Donna Waters, Head of School and Dean of the Nursing School, has requested a meeting for further consultation. The meeting will be arranged for the first available date with Professor Tim Usherwood, Head of the Discipline of General Practice and current Program Director and Associate Professor Annette Katelaris, Director of Professional Medical Education. The proposed amendment to the Master of Medicine/Master of Science resolutions has been withdrawn pending the outcome of this meeting.

The initial proposal to introduce these courses was discussed with the coordinators of the Nursing Primary Care program, Sue Randall and Vasiliki Betihavas, in April and August 2017. Sue and Vasiliki were consulted again in 2018 and gave approval for nursing units of study to be cross listed in the courses.

IMPLEMENTATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

COMMUNICATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

ATTACHMENTS

NA
Minor Course Amendment Proposal

Faculty: Medicine and Health
School: Sydney Medical School
Contact person: Associate Professor Annette Katelaris
annette.katelaris@sydney.edu.au
Ph: 9114 0508

1. **Name of award course**

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)

Streams:
Child and Adolescent Health
Clinical Neurophysiology
Critical Care Medicine
Internal Medicine
General Practice and Primary Health Care
Metabolic Health
Pharmaceutical & Medical Device Development
Psychiatry
Trauma Informed Psychotherapy
Sexual and Reproductive Health
Sleep Medicine

2. **Purpose of proposal**

To make the following amendments to the Master of Medicine/Master of Science in Medicine program:

I. Introduce new units of study in some streams
II. Change unit of study delivery mode (SEXH5412)
III. Change the diets of streams within the program to cross-list additional existing units of study, remove undersubscribed units and account for changes to units from other courses
3. Details of amendment

I. New units of study

New units of study are proposed as detailed below (see Unit of Study forms and unit of study tables in attachments below).

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLNP5009 Neurophysiology Professional Practice</td>
<td>This unit will provide students with a grounding in the essential skills required for neurophysiology scientists to deliver high quality, safe and ethical care to their patients. Students will develop critical thinking and problem solving skills for a diverse range of scenarios which they may encounter within a clinical neurophysiology setting. The unit will be listed as a stream specific in all courses in the Clinical Neurophysiology stream.</td>
</tr>
<tr>
<td>CRIT5016 Major Trauma Management</td>
<td>Trauma is a major cause of morbidity and mortality in the population. Assessment and management of trauma cases is significant component of critical care practice. This unit addresses numerous key aspects of trauma including trauma systems and epidemiology. It covers the identification and management of injuries specific to each organ system and gives an overview of how to treat the sick trauma patient holistically. Surgeons are also involved in the treatment of many trauma patients. The unit will be listed as a stream specific unit in all courses in the Critical Care Medicine stream And an elective in the Master of Surgery</td>
</tr>
<tr>
<td>CRIT5017 Introduction to Clinical Toxicology</td>
<td>Clinical toxicology is concerned with the risk assessment and management of drugs, chemicals or venoms in humans. This unit introduces students to common poisonings and envenomations in Australia and provides a framework for the initial resuscitation and risk assessment of the affected patient. The unit will be listed as a stream specific unit in all courses in the Critical Care Medicine stream And an elective in the Graduate Diploma and Master’s in the Internal Medicine stream. And an elective in the Graduate Diploma and Master’s in the Child and Adolescent Health stream.</td>
</tr>
<tr>
<td>INTM5111 Advanced Haematology</td>
<td>The Advanced Haematology syllabus is aimed at practitioners training in, or with a special interest in the discipline. The unit is focussed on investigation of, and management options for common and important haematological disorders. The unit will be listed as a stream specific unit in all courses in the Internal Medicine stream</td>
</tr>
<tr>
<td>PHAR7815 Regulation of Complementary Medicines</td>
<td>This unit provides a detailed overview of the processes involved in the development, production and regulation of complementary medicines and devices. It is suitable for postgraduate students who are working in</td>
</tr>
</tbody>
</table>
or interested in entering the complementary medicine development, manufacturing and regulation sector.

It will be listed as a stream specific unit in all courses in the Pharmaceutical and Medical Device Development stream

And an elective in the:
Graduate Certificate in Pharmacy Practice
Graduate Certificate in Evidence-based Complementary Medicine

<table>
<thead>
<tr>
<th>PCOL5105 Commercialising MedTech and Pharma</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit is designed to provide key business skills and related knowledge essential for the commercialisation of products in the medical device and pharmaceuticals sectors. It is being introduced to the Pharmaceutical and Medical Device program following feedback from industry members of the program’s Advisory Group.</td>
</tr>
<tr>
<td>It will be listed as a stream specific unit in all courses in the Pharmaceutical and Medical Device Development stream.</td>
</tr>
<tr>
<td>And an elective in the:</td>
</tr>
<tr>
<td>Master of Advanced Surgery (Breast Surgery)</td>
</tr>
<tr>
<td>Graduate Diploma in Advanced Surgery (Breast Surgery)</td>
</tr>
<tr>
<td>Master of Advanced Surgery (Uro-oncology)</td>
</tr>
<tr>
<td>Graduate Diploma in Advanced Surgery (Uro-oncology)</td>
</tr>
</tbody>
</table>

II. **Change to unit of study delivery mode**

The unit of study SEXH5412 Sexual Health and Relationship Education will change from block mode to online mode.

III. **Changes to diets**

As courses grow and mature, the ongoing curation of course diets is important. Student enrolment patterns are monitored to help determine appropriate unit listings. The proposed changes below are designed to:

- Exploit further opportunities for cross-listing
- Remove units which are poorly subscribed
- Move units into a more appropriate diet collection

The tables below summarise the proposed changes involving existing units of study. See Appendix 2 for units of study tables.
### Child and Adolescent Health

**Add units of study**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIT5017 Introduction to Clinical Toxicology</td>
<td>Elective (all collections)</td>
</tr>
</tbody>
</table>

**Remove units of study**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAED5001 Paediatric Immunisation</td>
<td>Elective (all collections)</td>
</tr>
</tbody>
</table>

### Clinical Neurophysiology

**Add units of study**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIT5009 Teaching with Simulation</td>
<td>Elective (all collections)</td>
</tr>
<tr>
<td>CRIT5012 Mechanical Ventilation</td>
<td>Elective (all collections)</td>
</tr>
</tbody>
</table>

**Remove units of study**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5215</td>
<td>Elective (all collections)</td>
</tr>
<tr>
<td>PAIN5003 Pain Treatment and Management Principles</td>
<td>Elective (all collections)</td>
</tr>
<tr>
<td>PAIN5021 Acute Pain</td>
<td>Elective (all collections)</td>
</tr>
<tr>
<td>CRIT5005 Clinical Reasoning and Communication</td>
<td>Elective (all collections)</td>
</tr>
</tbody>
</table>

### Critical Care

**NB diet changes must be made to all active versions of each collection category**

**Remove units of study**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
<td>Elective (all collections)</td>
</tr>
<tr>
<td>CLNP5006 Intraoperative Monitoring I</td>
<td>Elective (all collections)</td>
</tr>
<tr>
<td>CRIT5011 Procedures of Emergency Medicine</td>
<td>Stream Specific (all collections)</td>
</tr>
<tr>
<td>GLOH5124 Humanitarian Crises and Refugee Health</td>
<td>Elective (all collections)</td>
</tr>
</tbody>
</table>

**Change diet collection**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Current collection</th>
<th>New collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAIN5021 Acute Pain</td>
<td>Stream Specific All courses</td>
<td>Electives All courses</td>
</tr>
</tbody>
</table>

### General Practice and Primary Health Care: Medicine

**Add units of study**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMAG5042 Essential Imaging for Clinicians</td>
<td>Stream Specific (all collections in Medicine)</td>
</tr>
<tr>
<td>MBHT5004 Cardiovascular Metabolic Health</td>
<td>Stream Specific (all collections in Medicine)</td>
</tr>
<tr>
<td>PAED5007 Paediatric Critical Care</td>
<td>Elective (all collections Medicine)</td>
</tr>
</tbody>
</table>

**Remove units of study**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5312 Diagnostic and Screening Tests (! &amp; 2)</td>
<td>Elective (all collections Medicine)</td>
</tr>
<tr>
<td>GLOH5135 Global Health Systems and Delivery</td>
<td>Elective (all collections Medicine)</td>
</tr>
<tr>
<td>GPPCS005 Evidence and Ethics in General Practice</td>
<td>Compulsory (Master of Medicine &amp; Master of Science in Medicine)</td>
</tr>
<tr>
<td>HPOL5000 Health Policy and Health Economics</td>
<td>Elective (all collections Medicine)</td>
</tr>
<tr>
<td>INFO9003 IT for Health Professionals</td>
<td>Elective (all collections Medicine)</td>
</tr>
<tr>
<td>INTM5002 Basic Neurology</td>
<td>Elective (all collections Medicine)</td>
</tr>
<tr>
<td>INTM5006 Basic Endocrinology</td>
<td>Elective (all collections Medicine)</td>
</tr>
<tr>
<td>MBHT5003 Obesity and Pre-Diabetes: Prevention and Care</td>
<td>Elective (all collections Medicine)</td>
</tr>
<tr>
<td>NURS5096 Expanding Primary Health Care Practice</td>
<td>Elective (all collections Medicine)</td>
</tr>
</tbody>
</table>
PAED5001 Paediatric Immunisation  Elective (all collections Medicine)
PAIN5001 Introduction to Pain Management  Stream Specific (all collections Medicine)
PAIN5002 Pain Mechanisms and Contributors  Elective (all collections Medicine)
PAIN5004 Pain Conditions  Elective (all collections Medicine)
PAIN5014 Cancer Pain  Elective (all collections Medicine)
PAIN5017 Disability and Pain Rehabilitation  Elective (all collections Medicine)
PAIN5019 Pain in Older People  Elective (all collections Medicine)
PAIN5020 Complementary Therapies: Pain Management  Elective (all collections Medicine)
PAIN5021 Acute Pain  Elective (all collections Medicine)
PUBH5120 Aboriginal and Torres Strait Islander Health  Elective (all collections Medicine)
PUBH5116 Genetics and Public Health  Elective (all collections Medicine)
PUBH5110 Health Ageing and Fall Prevention  Elective (all collections Medicine)
PUBH5422 Health and Risk Communication  Elective (all collections Medicine)
PUBH5500 Advanced Qualitative Health Research  Elective (all collections Medicine)

**General Practice and Primary Health Care: Science in Medicine**

<table>
<thead>
<tr>
<th>Remove units of study</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5312 Diagnostic and Screening Tests (1 &amp; 2)</td>
<td>Elective (all collections Science in Medicine)</td>
</tr>
<tr>
<td>GLOH5135 Global Health Systems and Delivery</td>
<td>Elective (all collections Science in Medicine)</td>
</tr>
<tr>
<td>GPPCS005 Evidence and Ethics in General Practice</td>
<td>Compulsory (Master of Medicine &amp; Master of Science in Medicine)</td>
</tr>
<tr>
<td>HPOL5000 Health Policy and Health Economics</td>
<td>Elective (all collections Science in Medicine)</td>
</tr>
<tr>
<td>INFO9003 IT for Health Professionals</td>
<td>Elective (all collections Science in Medicine)</td>
</tr>
<tr>
<td>MBHT5002 Advanced Diabetes Management</td>
<td>Elective (all collections Science in Medicine)</td>
</tr>
<tr>
<td>MEDF5005 Health Research Methods and Ethics</td>
<td>Elective (all collections Science in Medicine)</td>
</tr>
</tbody>
</table>

**Change diet collection**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Current collection</th>
<th>New collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPPC5002 Complex Problems in Primary Health Care</td>
<td>Stream Specific All courses</td>
<td>Compulsory Master of Medicine &amp; Master of Science in Medicine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Current collection</th>
<th>New collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTM5014 Cardiology</td>
<td>Elective collections Medicine</td>
<td>Stream Specific Medicine</td>
</tr>
<tr>
<td>MEDF5002 Teaching in the Clinical Environment</td>
<td>Stream Specific Medicine</td>
<td>Elective collections Medicine</td>
</tr>
<tr>
<td>PAIN5003 Pain Treatment and Management Principles</td>
<td>Elective collections Medicine</td>
<td>Stream Specific Medicine</td>
</tr>
</tbody>
</table>
# CHILD AND ADOLESCENT HEALTH

<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>Core units of study</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
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</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td></td>
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<td>S1C S2C</td>
</tr>
<tr>
<td><strong>Master students must complete 12 credit points of compulsory units of study</strong></td>
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<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td></td>
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<td></td>
<td></td>
<td>S1C S2C</td>
</tr>
<tr>
<td>PAED5005 Evidence and Ethics in Paediatric Medicine</td>
<td>6</td>
<td></td>
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<td>S2C</td>
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</tbody>
</table>

<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>Stream Specific units of study</strong></td>
<td></td>
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<tr>
<td>Graduate Certificate students must complete 24 credit points of stream specific units of study</td>
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<tr>
<td>Graduate Diploma students must complete 24 credit points of stream specific units of study</td>
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<tr>
<td>Master students must complete 24 credit points of stream specific units of study</td>
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<tr>
<td>Group A - offered in odd numbered years (2021)</td>
<td></td>
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<tr>
<td>PAED5001 Paediatric Immunisation</td>
<td>6</td>
<td></td>
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<td>S2C</td>
</tr>
<tr>
<td>PAED5004 Independent Studies</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S1C S2C</td>
</tr>
<tr>
<td>PAED5006 Paediatric Endocrinology</td>
<td>6</td>
<td></td>
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<td></td>
<td>S2C</td>
</tr>
<tr>
<td>Unit of Study</td>
<td>Credit Points</td>
<td>Session</td>
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<tr>
<td>PAED5008 Common Childhood Presentations</td>
<td>6</td>
<td>S1C</td>
<td></td>
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<tr>
<td>PMED5100 Paediatric Infectious Diseases</td>
<td>6</td>
<td>S1C</td>
<td></td>
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</tr>
<tr>
<td>PMED5102 Paediatric Nutrition and Obesity</td>
<td>6</td>
<td>S2C</td>
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<tr>
<td>PMED5103 Paediatric Gastroenterology</td>
<td>6</td>
<td>S1C</td>
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<tr>
<td><strong>Group B - offered in even numbered years (2020)</strong></td>
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<tr>
<td>PAED5000 Neonatal Medicine</td>
<td>6</td>
<td>S1C</td>
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</tr>
<tr>
<td>PAED5002 Adolescent Medicine</td>
<td>6</td>
<td>S2C</td>
<td></td>
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<tr>
<td>PAED5003 Neurology and Developmental Paediatrics</td>
<td>6</td>
<td>S1C</td>
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<td></td>
</tr>
<tr>
<td>PAED5004 Independent Studies</td>
<td>6</td>
<td>S1C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAED5007 Paediatric Critical Care</td>
<td>6</td>
<td>S1C</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PMED5101 Paediatric Allergy</td>
<td>6</td>
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</tbody>
</table>

**Unit of study**

<table>
<thead>
<tr>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Elective units of study**

Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.

Masters students are required to complete 12 credit points selected from the stream specific or general elective units of study.

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMRI5019 Psychiatry in Clinical Practice</td>
<td>6</td>
<td>S1C</td>
</tr>
<tr>
<td>Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>BMRI5052</td>
<td>Child and Youth Mental Health (available even years only)</td>
<td>6</td>
</tr>
<tr>
<td>CEP5304</td>
<td>Diagnostic and Screening Tests (Parts 1 &amp; 2)</td>
<td>6</td>
</tr>
<tr>
<td>CRIT5017</td>
<td>Introduction to Clinical Toxicology</td>
<td>6</td>
</tr>
<tr>
<td>DERM5001</td>
<td>Essential Dermatology</td>
<td>6</td>
</tr>
<tr>
<td>GMED5001</td>
<td>Genomics in Clinical Practice</td>
<td>6</td>
</tr>
<tr>
<td>GMED5002</td>
<td>Genomics, Omics and Medical Applications</td>
<td>6</td>
</tr>
<tr>
<td>MEDF5002</td>
<td>Teaching in the Clinical Environment</td>
<td>6</td>
</tr>
<tr>
<td>PAIN5018</td>
<td>Pain in Children</td>
<td>6</td>
</tr>
<tr>
<td>PUBH5018</td>
<td>Introductory Biostatistics</td>
<td>6</td>
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</tbody>
</table>
## CLINICAL NEUROPHYSIOLOGY

<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>
</table>

### Core units of study

Graduate Diploma students must complete 6 credit points of compulsory units of study

<table>
<thead>
<tr>
<th>CEPI5100 Introduction to Clinical Epidemiology</th>
<th>6</th>
<th></th>
<th>S1C</th>
<th>S2C</th>
<th></th>
<th></th>
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Master students must complete 12 credit points of compulsory units of study

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### Stream Specific units of study

Graduate Certificate students must complete 24 credit points of stream specific units of study which must include CLNP5001

Graduate Diploma students must complete 24 credit points of stream specific units of study which must include CLNP5001

Master students must complete 24 credit points of stream specific units of study (CLNP5001 must be selected as a compulsory unit)

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**Elective units of study**

Graduate Diploma students complete 6 credit points of general elective or stream specific units of study.

Masters students complete 12 credit points of stream specific or general elective units of study.

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<td>Pain Treatment and Management</td>
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<td>PAIN5021</td>
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<td>PUBH5018</td>
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## CRITICAL CARE MEDICINE

### Core units of study

Graduate Diploma students must complete 6 credit points of compulsory units of study

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Master students must complete 12 credit points of compulsory units of study

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### Stream Specific units of study

Graduate Certificate students must complete 24 credit points of stream specific units of study

Graduate Diploma students must complete 24 credit points of stream specific units of study

Master students must complete 24 credit points of stream specific units of study

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<td>Pediatric Critical Care</td>
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## Elective units of study

Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.

Master students complete 12 credit points of stream specific or general elective units of study.

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<th>Unit of study</th>
<th>Credit points</th>
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## Core units of study

**Graduate Diploma in Medicine** students complete 6 credit points of compulsory units of study

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**Master of Medicine** students complete 12 credit points of compulsory units of study

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## Stream Specific units of study

**Graduate Certificate in Medicine** students must complete 24 credit points of stream specific units of study

**Graduate Diploma in Medicine** students must complete 24 credit points of stream specific units of study

**Master of Medicine** students must complete 24 credit points of stream specific units of study

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**Elective units of study**

Graduate Diploma in Medicine students complete 6 credit points of stream specific or general elective units of study.

Master of Medicine students complete 12 credit points of stream specific or general elective units of study.

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<td>Basic Renal Medicine</td>
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<td>MBHT5003</td>
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<td>Pain Mechanisms and Contributors</td>
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<td>Pain Treatment and Management Principles</td>
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<td>SEXH5405</td>
<td>Contraception and Preconception Care</td>
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<td>SEXH5407</td>
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# GENERAL PRACTICE AND PRIMARY HEALTH CARE: SCIENCE IN MEDICINE

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<th>C: Corequisites</th>
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**Elective units of study**

Graduate Diploma in Science in Medicine students complete 6 credit points of stream specific or general elective units of study.

Master of Science in Medicine students must complete 12 credit points of stream specific or elective units of study

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### INTERNAL MEDICINE

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<th>C: Corequisites</th>
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#### Core units of study

Graduate Diploma students must complete 6 credit points of compulsory units of study

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<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
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Master students must complete 12 credit points of compulsory units of study

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<th>Credit points</th>
<th>Session</th>
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<td>INTM5001 Internal Medicine Advanced Management</td>
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#### Stream Specific units of study

Graduate Certificate students must complete 24 credit points of stream specific units of study

Graduate Diploma students must complete 24 credit points of stream specific units of study

Master Students must complete 24 credit points of stream specific units of study

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<th>Session</th>
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<tbody>
<tr>
<td>BMRI5019 Psychiatry in Clinical Practice</td>
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<td>CLNP5002 Diagnostic Electroencephalography</td>
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<td>CLNP5004 Advanced Electroencephalography</td>
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<td>Basic Renal Medicine</td>
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<td>INTM5010</td>
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<td>INTM5103</td>
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<td>INTM5104</td>
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Unit of study | Credit points | A: Assumed knowledge | P: Prerequisites | C: Corequisites | N: Prohibition | Session
--- | --- | --- | --- | --- | --- | ---
INTM5105 Advanced Gastroenterology | 3 | | | | | S1C
INTM5106 Advanced Endocrinology | 3 | | | | | S2C
INTM5107 Advanced Renal Medicine | 3 | | | | | S1C
INTM5110 Advanced Oncology | 3 | | | | | S1C
INTM5111 Advanced Haematology | 3 | | | | | S1C
PAED5002 Adolescent Medicine | 6 | | | | | S2C
Pméd5100 Paediatric Infectious Diseases | 6 | | | | | S1C

**Elective units of study**

Graduate Diploma students complete 6 credit points of general elective units of study.

Master students complete 12 credit points of stream specific or general elective units of study

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<th>Credit points</th>
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<tr>
<td>BETH5104 Bioethics, Law and Society</td>
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<td>CEPI5200 Quality and Safety in Health Care</td>
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<td>CEPI5215 Writing and Reviewing Medical Papers</td>
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<td>Pain Treatment and Management Principles</td>
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### Core units of study

Graduate Diploma students must complete 6 credit points of compulsory units of study

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Master students must complete 12 credit points of compulsory units of study

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### Stream Specific units of study

Graduate Certificate students must complete 24 credit points of stream specific units of study

Graduate Diploma students must complete 24 credit points of stream specific units of study

Master students must complete 24 credit points of stream specific units of study

Students must select 12 credit points from the units listed below

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**Elective units of study**

Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.

Master students complete 12 credit points of stream specific or general elective units of study.

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</table>
**SEXUAL AND REPRODUCTIVE HEALTH**

**Pathway: HIV and STIs**

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<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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</table>

**Core units of study – HIV and STIs Pathway**

Graduate Certificate students must complete 6 credit points of compulsory units of study

| SEXH5401 | 6 | S1C | S2C |
| Introduction: Sexual and Reproductive Health |

Graduate Diploma students must complete 6 credit points of compulsory units of study

| CEPI5100 | 6 | S1C | S2C |
| Introduction to Clinical Epidemiology |

Master students must complete 12 credit points of compulsory units of study

| CEPI5100 | 6 | S1C | S2C |
| Introduction to Clinical Epidemiology |
| SEXH5406 | 6 | S1C | S2C |
| Professional Practice |

**Stream Specific units of study – HIV and STIs Pathway**

Graduate Certificate students must complete 18 credit points of stream specific units of study.

Graduate Diploma students must complete 24 credit points of stream specific units of study

Master students must complete 24 credit points of stream specific units of study

| SEXH5200 | 6 | S1C |
| Advanced STIs |
### Elective units of study – HIV and STIs Pathway

Graduate Diploma students complete 6 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives.

Masters students complete 12 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
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Medical Management of Interpersonal Violence

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<td>SEXH5416 Advanced Readings in Sexual Health</td>
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<td>SEXH5417 Reproductive Endocrinology and Infertility</td>
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<tr>
<td>SEXH5420 Assisted Reproductive Technologies</td>
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**Pathway: Psychosexual Therapy**

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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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</table>
| Graduate Certificate students must complete 6 credit points of compulsory units of study

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**Graduate Diploma students must complete 6 credit points of compulsory units of study**

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**Master students must complete 12 credit points of compulsory units of study**

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**Pathway: Public Health**

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<tr>
<th>Unit of study</th>
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## Core units of study – Public Health Pathway

**Graduate Certificate students must complete 6 credit points of compulsory units of study**

<table>
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<th>Unit of study</th>
<th>Credit points</th>
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<tbody>
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**Graduate Diploma students must complete 6 credit points of compulsory units of study**

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<thead>
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<th>Unit of study</th>
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**Master students must complete 12 credit points of compulsory units of study**

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<th>Unit of study</th>
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<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology OR PUBH5010 Epidemiology Methods and Uses</td>
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### Unit of study

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## Stream Specific units of study – Public Health Pathway

**Graduate Certificate students must complete 18 credit points of stream specific units of study.**

**Graduate Diploma students must complete 24 credit points of stream specific units of study**

**Master students must complete 24 credit points of stream specific units of study**

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<td>SEXH5410 Sexual Health Promotion 1</td>
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<td>SEXH5412 Sexual Health and Relationships Education</td>
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<td>SEXH5414 Public Health: Sexual and Reproductive Health</td>
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### Elective units of study – Public Health Pathway

Graduate Diploma students complete 6 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives.

Masters students complete 12 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives.

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<td>GLOH5101 Foundations of Global Health</td>
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<td>GLOH5112 Global Communicable Disease Control</td>
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<td>GLOH5115 Women’s and Children’s Health</td>
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<td>HPOL5000 Introduction to Health Policy</td>
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<td>PUBH5018 Introductory Biostatistics</td>
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<td>SEXH5200 Advanced STIs</td>
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<td>SEXH5202 Advanced HIV Infection</td>
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### Pathway: Reproductive Health and Fertility

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### Core units of study – Reproductive Health and Fertility

Graduate Certificate students must complete 6 credit points of compulsory units of study

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Graduate Diploma students must complete 6 credit points of compulsory units of study

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Master students must complete 12 credit points of compulsory units of study

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### Stream Specific units of study – Reproductive Health and Fertility Pathway

**Graduate Certificate students** must complete 18 credit points of stream specific units of study.

**Graduate Diploma students** must complete 24 credit points of stream specific units of study.

**Master students** must complete 24 credit points of stream specific units of study.

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### Elective units of study – Reproductive Health and Fertility Pathway

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**Masters students** complete 12 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives.
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<td>GMED5001 Introduction to Medical Genomics</td>
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<td>SEXH5202 Advanced HIV Infection</td>
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<td>SEXH5205 Advanced Adolescent Sexual Health</td>
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<td>SEXH5206 Diagnostic Methods in Sexual Health</td>
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<td>SEXH5407 Sex Gender and Sexuality</td>
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<td>S2C</td>
</tr>
<tr>
<td>SEXH5409 Medical Management of Interpersonal Violence</td>
<td>6</td>
<td>S1C</td>
</tr>
<tr>
<td>SEXH5410 Sexual Health Promotion 1</td>
<td>6</td>
<td>S1C</td>
</tr>
<tr>
<td>SEXH5412 Sexual Health and Relationships Education</td>
<td>6</td>
<td>S2C</td>
</tr>
<tr>
<td>SEXH5416 Advanced Readings in Sexual Health</td>
<td>6</td>
<td>S1C, S2C</td>
</tr>
</tbody>
</table>

**No pathway selected**
### Core units of study – No pathway selected

Graduate Certificate students must complete 6 credit points of compulsory units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5401 Introduction: Sexual and Reproductive Health</td>
<td>6</td>
<td>S1C S2C</td>
</tr>
</tbody>
</table>

Graduate Diploma students must complete 6 credit points of compulsory units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>S1C S2C</td>
</tr>
</tbody>
</table>

Master students must complete 12 credit points of compulsory units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>S1C S2C</td>
</tr>
<tr>
<td>SEXH5406 Professional Practice</td>
<td>6</td>
<td>S1C S2C</td>
</tr>
</tbody>
</table>

### Stream Specific units of study – No pathway selected

Graduate Certificate students must complete 18 credit points of stream specific units of study.

Graduate Diploma students must complete 24 credit points of stream specific units of study

Master 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6</td>
<td>S1C S2C</td>
</tr>
<tr>
<td>SEXH5202 Advanced HIV Infection</td>
<td>6</td>
<td>S2C S2C</td>
</tr>
<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6</td>
<td>S2C S2C</td>
</tr>
<tr>
<td>Unit of study</td>
<td>Credit points</td>
<td>A: Assumed knowledge</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>SEXH5206 Diagnostic Methods in Sexual Health</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SEXH5401 Introduction: Sexual and Reproductive Health</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SEXH5402 Counselling for Health Professionals</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SEXH5403 Counselling in Psychosexual Therapy</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SEXH5404 Variations in Sexual Function</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SEXH5405 Contraception and Preconception Care</td>
<td>6</td>
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<tr>
<td>SEXH5407 Sex Gender and Sexuality</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SEXH5410 Sexual Health Promotion 1</td>
<td>6</td>
<td></td>
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<tr>
<td>SEXH5412 Sexual Health and Relationships Education</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SEXH5414 Public Health: Sexual and Reproductive Health</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SEXH5415 Advanced Issues in Psychosexual Therapy</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SEXH5417 Reproductive Endocrinology and Infertility</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SEXH5420 Assisted Reproductive Technologies</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Elective units of study – No pathway selected**
Graduate Diploma students complete 6 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives.

Masters students complete 12 credit points of general elective units of study. Students can also select any additional stream specific units of study as electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5200</td>
<td>Quality and Safety in Health Care</td>
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<tr>
<td>GLOH5101</td>
<td>Foundations of Global Health</td>
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<td>S1C</td>
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<tr>
<td>GLOH5112</td>
<td>Global Communicable Disease Control</td>
<td>6</td>
<td>S2C</td>
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<tr>
<td>GLOH5115</td>
<td>Women’s and Children’s Health</td>
<td>6</td>
<td>S1C</td>
</tr>
<tr>
<td>HPOL5000</td>
<td>Introduction to Health Policy</td>
<td>6</td>
<td>S1C</td>
</tr>
<tr>
<td>PUBH5018</td>
<td>Introductory Biostatistics</td>
<td>6</td>
<td>S1C</td>
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<tr>
<td>SEXH5407</td>
<td>Sex Gender and Sexuality</td>
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<td>S2C</td>
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<tr>
<td>SEXH5409</td>
<td>Medical Management of Interpersonal Violence</td>
<td>6</td>
<td>S1C</td>
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<td>SEXH5412</td>
<td>Sexual Health and Relationships Education</td>
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<tr>
<td>SEXH5416</td>
<td>Advanced Readings in Sexual Health</td>
<td>6</td>
<td>S1C</td>
</tr>
<tr>
<td>SEXH5420</td>
<td>Assisted Reproductive Technologies</td>
<td>6</td>
<td>S2C</td>
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Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Christie Adamson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tom Buckley</td>
</tr>
<tr>
<td>Paper title</td>
<td>Sydney Nursing School: Minor Course Amendment Proposal</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of this proposal is to seek approval of the Graduate Studies Committee to amend the course resolutions and unit of study tables for the Master of Nursing (Nurse Practitioner).</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from the Faculty of Medicine & Health (Sydney Nursing School) to amend the Master of Nursing (Nurse Practitioner); and
(2) approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020.

EXECUTIVE SUMMARY

The Master of Nursing (Nurse Practitioner) is currently undergoing a curriculum review to submit the program for reaccreditation with the Australian Nursing and Midwifery Accreditation Council (ANMAC) for implementation in 2020. In order to ensure that resolutions of the program align with updated accreditation standards, it is proposed that the admission criteria for the Master of Nursing (Nurse Practitioner) to reflect the need for experience in advanced nursing practice in the relevant clinical field.

It is also proposed to add an elective unit of study NURS5096 Expanding Primary Healthcare Practice to provide an additional option for students to further their study in Primary Healthcare. The addition of this elective was a proposal made as part of the review process by the internal advisory panel in consultation with an external advisory panel composed of industry partners and health practitioners.

There is also a requirement to update the clinical practicum requirements in order to align with changes to the Australian Nursing and Midwifery Accreditation Council (ANMAC) Nurse Practitioner Standards. This amendment means the 300 advanced practice clinical hours must be amended to 300 hours of supernumery integrated professional practice.

It is proposed that these changes to will be effective from 2020.

BACKGROUND / CONTEXT

The amendments to the resolutions are in response to the curriculum review undertaken in 2018. This review included input from an external advisory panel of industry partners and health practitioners.

The changes to the clinical practicum experience required for admission reflect the requirements for continued accreditation and ensure that incoming students are equipped with the necessary background to complete the course.

The addition of the elective listed above was as a result of a proposal made by the internal advisory panel to allow greater options for students of the degree to study Primary Healthcare units. This review included input from an external advisory panel of industry partners and health practitioners.

With regard to the clinical practicum hours, the requirement for the completion of 300 clinical practicum hours has always been a course requirement. Due to the changes to the ANMAC Nurse Practitioner Course Accreditation Standards, these hours must be completed on a supernumery basis rather than during a student’s normal working hours. As the clinical practicum hours are now in addition to a student’s employment, there are now governance and insurance implications to ensure clinical hours are safely
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supported. The addition to the resolutions will make the clinical practicum requirement explicit and ensure students are well informed of the changes to requirements.

CONSULTATION

The changes were approved by the Sydney Nursing School Curriculum Sub-Committee on 5 March 2019. The Faculty Board approved the changes on 21 March 2019.

IMPLEMENTATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

COMMUNICATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook. The changes will also be included in the submission for reaccreditation to the Australian Nursing and Midwifery Accreditation Council.

ATTACHMENTS

Attachment (1) outlines the amendments to the course resolutions.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health, Sydney Nursing School

Contact person: Associate Professor Tom Buckley

1. Name of award course
   MANUNUPR-02 Master of Nursing (Nurse Practitioner)

2. Purpose of proposal

   To amend the Course Resolutions for the Master of Nursing (Nurse Practitioner) to update the minimum clinical practice entry criteria from five (5) years full time equivalent (FTE) in which three (3) years FTE are in the area of practice with one year of advanced practice nursing to a minimum of two (2) years (FTE) as a registered nurse in a specified clinical field and two (2) years of current advanced nursing practice in the same clinical field.

   To amend the Requirements for award of the Master of Nursing (Nurse Practitioner) to update the clinical practicum requirements to include the completion of 300 hours of supernumerary integrated professional practice. A minimum of 300 hours of supernumerary integrated professional practice is required to be incorporated in the program to provide exposure to a range of health care experiences relevant to the students' learning needs and enables students' achievement of the Nurse Practitioner Standards for Practice.

3. The amendment would refer to the Admission to Candidature Clause 4 (3) (d) in the Master of Nursing (Nurse Practitioner) to be updated to:

   “a minimum of five two years full time equivalent experience as a registered nurse in a specified clinical field, including three and two years full time experience of advanced nursing practice in the same clinical field, experience as a registered nurse in a specialty area and one year full-time equivalent at an advanced level in the relevant specialty area of practice.”

   The amendment to the clinical practicum requirements refers to Requirements for award (5) (3) Candidates are required to attend clinical simulation and fieldwork as prescribed including 300 hours of supernumerary integrated professional practice. Where appropriate, the school may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

4. Transitional arrangements

   The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.

5. Other relevant information

6. Signature of Dean
Master of Nursing (Nurse Practitioner)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANUNJPR-02</td>
<td>Master of Nursing (Nurse Practitioner)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master's type

This master's degree is an advanced learning master's course, as defined by the Coursework Rule.

4 Admission to candidature

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

(2) Admission to this course requires applicants to be registered to practise nursing in an Australian state or territory and satisfy the English language proficiency requirements detailed in the school resolutions. In addition, applicants are required to nominate a Primary Clinical Supervisor for the purpose of undertaking clinical components of this course. All applicants must satisfy the English language proficiency requirements detailed here:

(a) Applicants require an IELTS overall band score of 7.0 with a minimum of 7.0 in each band, or equivalent score in another recognized test completed in the two years prior to their application; or

(b) Successful completion of an appropriate course at the University's Centre for English Teaching in the two years prior to their application;

(c) For admission to postgraduate courses, proof of English language proficiency may also be provided through a record of satisfactory achievement in tertiary studies in which the language of the institution was English and the language of instruction, examination and assessment was English. The school defines satisfactory achievement as:

(i) A three year degree, completed no more than five years prior to commencement

(ii) A degree of two or more years duration, completed no more than three years prior to commencement

(d) For admission to post-registration postgraduate courses, proof of English Language proficiency may also be provided by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.

(3) Admission to the Master of Nursing (Nurse Practitioner) requires:

(a) a pre-registration nursing degree from the University of Sydney or equivalent qualification with a credit average; or

(b) a graduate diploma with a credit average in a nursing discipline from the University of Sydney or equivalent qualification; and

(c) a minimum of a graduate certificate in:

(i) the area of clinical practice relevant to the Nurse Practitioner application; or

(ii) another area, and be able to demonstrate advanced skills in the area of clinical practice relevant to the Nurse Practitioner application by portfolio and referee reports; and

(d) a minimum of five years full-time equivalent experience as a registered nurse in a specified clinical field and two years full time experience of advanced nursing practice in the same field - including three years full-time experience as a registered nurse in a specialty area and one year full-time equivalent at an advanced level in the relevant specialty area of practice.

(4) Qualifications other than the pre-registration nursing degree or equivalent used as the basis of admission must have been completed less than ten years prior to application. Qualifications older than ten years will be considered subject to the applicant providing further information substantiating appropriate continuing education and development. In these cases, admission will be at the discretion of the Dean relevant delegated authority.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in the Units of Study table for the Master of Nursing (Nurse Practitioner).

(2) To qualify for the award of the Master of Nursing (Nurse Practitioner) a candidate must complete 72 credit points, including:

(a) 54 credit points of core units of study; and

(b) six credit points of elective units of study; and

(c) a 12 credit point capstone experience unit of study.

(3) Candidates are required to attend clinical simulation and fieldwork as prescribed including 300 hours of supernumerary integrated professional practice. Where appropriate, the school Faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

6 Time limits

A candidate must complete all the requirements for the course within seven and a half calendar years of first enrolment, excluding periods of suspension.
7 Transitional provisions

(1) 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.

(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. The school may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Nurse Practitioner

<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>Nurse Practitioner</td>
<td></td>
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</tbody>
</table>

**Master of Nurse Practitioner**

Students must complete 72 credit points, including:

(i) 54 credit points of core units of study
(ii) 6 credit points of elective units of study
(iii) 12 credit points capstone core unit of study
(iv) 300 hours of advanced clinical practice

**Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS5012</td>
<td>Assessment and Clinical Judgement</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>NURS5076</td>
<td>Pathophysiological Phenomena in Nursing</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>NURS5071</td>
<td>Contemporary Health Leadership</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>NURS5088</td>
<td>Pharmacology for Advanced Practice</td>
<td>6</td>
<td>Semester 2</td>
</tr>
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<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS5089</td>
<td>Assessment and Diagnostic Reasoning</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>NURS5069</td>
<td>Research in Nursing and Health Care</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>NURS5087</td>
<td>Developing Nurse Practitioner Capability</td>
<td>12</td>
<td>Semester 1</td>
</tr>
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<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS5077</td>
<td>Quality Use of Medicines in Practice</td>
<td>6</td>
<td>Semester 2</td>
</tr>
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<td>Note: Department permission required for enrolment</td>
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<td></td>
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<tr>
<td>NURS5079</td>
<td>Capstone (Professional Practice)</td>
<td>12</td>
<td>Semester 1</td>
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<td>Note: Department permission required for enrolment</td>
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<td>Semester 2</td>
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### Electives

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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS5061</td>
<td>Expanding Clinical Nursing Practice</td>
<td>6</td>
<td>1</td>
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<tr>
<td>NURS5072</td>
<td>Expanding Cancer and Haematology Practice</td>
<td>6</td>
<td>1</td>
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<tr>
<td>NURS5074</td>
<td>Expanding Practice in the ICU and ED</td>
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<tr>
<td>NURS5075</td>
<td>Expanding Practice in Mental Health</td>
<td>6</td>
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<tr>
<td>NURS5096</td>
<td>Expanding Primary Health Care Practice</td>
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</table>

### Capstone

Capstone units include 300 advanced clinical practice hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
<th>Semester</th>
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<tbody>
<tr>
<td>NURS5079</td>
<td>Capstone (Professional Practice)</td>
<td>12</td>
<td>P NURS5087 and 48 credit points C NURS5071 and NURS5077 Note: Department permission required for enrolment</td>
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<tr>
<td>NURS5087</td>
<td>Developing Nurse Practitioner Capability</td>
<td>12</td>
<td>P 36 credit points Note: Department permission required for enrolment</td>
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</table>
Author | Jane Conway, Senior Manager Education, Faculty of Medicine and Health
Reviewer/Approver | Professor Inam Haq, Associate Dean Education, Faculty of Medicine and Health

Paper title | Amended Course Resolutions to reflect the new organisational structure of the Faculty of Medicine and Health (FMH) from 2020 and consequent changes to the Faculty Resolutions.

Purpose | Approval is sought for the amended Course Resolutions to reflect the new organisational structure of the Faculty of Medicine and Health from 2020 and consequent changes to the Faculty Resolutions. These include and incorporate amended Course Resolutions from the Faculty of Health Sciences (FHS).

RECOMMENDATION

Pending approval by the Faculty Boards of Medicine & Health and Health Sciences via circulation between 7 and 14 June 2019, the Graduate Studies Committee recommends that the Academic Board:
(1) approve the proposal from the Faculty of Medicine & Health and Faculty of Health Sciences to amend the Master of Pharmacy, Graduate Certificate in Pharmacy Practice, Graduate Certificate in Evidence-Based Complementary Medicines, Master of Nursing (Nurse Practitioner), Master of Advanced Nursing Practice, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health Nursing, Master of Primary Health Care Nursing, Master of Advanced Surgery, Master of Surgery, Master of Medicine / Master of Science in Medicine (including new and variation units of study), Master of Clinical Trials Research, Doctor of Dental Medicine, Doctor of Clinical Dentistry, Master of Diagnostic Radiography, Master of Exercise Physiology, Master of Medical Imaging Science, Master of Occupational Therapy, Master of Physiotherapy, Master of Rehabilitation Counselling and Master of Speech Language Pathology;
(2) approve the amendment of course resolutions arising from this proposal; and
(3) approve the consequent amendment of the Resolutions of Faculty for the Faculty of Medicine & Health, with effect from 1 January 2020.

EXECUTIVE SUMMARY

Changes have been made to the existing FMH and FHS Course Resolutions to reflect the new Faculty of Medicine and Health organisational structure. The aim of this work is to reflect the new and complete FMH structure in the 2020 Handbook and incorporates the Faculty of Health Sciences as a School. Changes to the Course Resolutions have also been required as a consequence of establishing new and revised Faculty Resolutions.

The Sydney Pharmacy School, Sydney Nursing School and Sydney Dental School have reviewed and refined the Course Resolutions for their respective Postgraduate Coursework programs to give full expression to the new FMH structure. These are:

Pharmacy Postgraduate
- Master of Pharmacy
- Graduate Certificate in Pharmacy Practice
- Graduate Certificate in Evidence-based Complementary Medicines

Nursing Postgraduate
- Master of Nursing (Nurse Practitioner)
- Master of Advanced Nursing Practice
- Master of Emergency Nursing
- Master of Intensive Care Nursing
- Master of Mental Health Nursing
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- Master of Nursing
- Master of Primary Health Care Nursing

**Medicine Postgraduate**
- Master of Advanced Surgery
- Master of Surgery
- Master of Medicine / Master of Science in Medicine *(including new and variation units of study)*
- Master of Clinical Trials Research

**Dentistry Postgraduate**
- Doctor of Dental Medicine
- Doctor of Clinical Dentistry

**FHS Course Resolutions**
- Master of Diagnostic Radiography
- Master of Exercise Physiology
- Master of Medical Imaging Science
- Master of Occupational Therapy
- Master of Physiotherapy
- Master of Rehabilitation Counselling
- Master of Speech Language Pathology

**ATTACHMENTS**

Attachment 1: Minor amendment proposals and amended course resolutions.
Paper title: Sydney Pharmacy School: Minor Course Amendment Proposal

Purpose: The purpose of this proposal is to seek approval of the Graduate Studies Committee for amendments to the Course Resolutions for postgraduate coursework degrees and Senate Resolutions.

RECOMMENDATION

That the Graduate Studies Committee review and approve the amendments of the Senate Resolutions and the Course Resolutions for the following degree programs:

Master of Pharmacy (Attachment 1)
Graduate Certificate in Pharmacy Practice (Attachment 2)
Graduate Certificate in Evidence-based Complementary Medicines (Attachment 3)

EXECUTIVE SUMMARY

It is proposed that these changes to the Course Resolutions and Senate Resolutions will be effective from 2020.

BACKGROUND / CONTEXT

As Sydney Pharmacy School will no longer have Faculty Resolutions from 2020, information pertaining to Pharmacy postgraduate coursework degrees within the previous Pharmacy Faculty Resolutions and Local Provisions will be migrated to the Course Resolutions.

CONSULTATION

The changes were approved by the FMH Educational Committee via circulation and the FMH Faculty Board approved the changes on 11 April 2019.

IMPLEMENTATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

COMMUNICATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

ATTACHMENTS

Attachments (1-3) outline the amendments to the Course Resolutions for each postgraduate coursework degree.
Minor Course Amendment Proposal – Course Resolutions and Senate Resolutions

Faculty: Faculty of Medicine and Health (Sydney Pharmacy School)

Contact person:

1. **Name of award course**
   - Master of Pharmacy
   - Graduate Certificate in Pharmacy Practice
   - Graduate Certificate in Evidence-based Complementary Medicines

2. **Purpose of proposal**
   To amend the Senate Resolutions and Course Resolutions of the degrees to update references of Faculty to School and migrate information from previous Faculty Resolutions and Local Provisions.

3. **Details of amendment**
   **Course Resolutions**
   Master of Pharmacy – amend references of Faculty to School and Dean to Head of School and Dean, include Time Limits (Clause 6), Credit for previous study (Clause 7), Attendance requirements (Clause 8) and Re-assessment provisions (Clause 10) within the Course Resolutions.

   Graduate Certificate in Pharmacy Practice - include **Time Limits (Clause 4)** and Credit for previous study (Clause 5) within the Course Resolutions.

   Graduate Certificate in Evidence-based Complementary Medicines - include **Time Limits (Clause 4)** and Credit for previous study (Clause 5) within the Course Resolutions.

   **Senate Resolutions** - amend references of Faculty of Pharmacy to Faculty of Medicine and Health or School of Pharmacy.

4. **Transitional arrangements**
   These changes will apply to candidates from 2020.

5. **Other relevant information**
The Final Year Assessment Provision 2016 and Master of Pharmacy Second Year Local Provisions 2018 have also been incorporated into the Course resolution changes for the Master of Pharmacy.

6. **Signature of Head of School and Dean**

   ![Signature of Head of School and Dean]

   Professor Andrew McLachlan
Master of Pharmacy

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

Course resolutions

1. Course codes

<table>
<thead>
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<th>Code</th>
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<tbody>
<tr>
<td>MAPHARMA-01</td>
<td>Master of Pharmacy</td>
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</table>

2. Attendance pattern

The attendance pattern for this course is full time only.

3. Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

4. Admission to candidature

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

(2) To be eligible for admission to the degree, an applicant must:

(a) have a prior bachelor's degree

(b) meet the minimum requirement for Grade Point Average (GPA) OR the Graduate Australian Medical Admissions Test (GAMSAT) OR the Medical College Admission Test (MCAT)

(c) meet a minimum of 36 out of 48 credit points, or equivalent, in six prerequisite subjects (chemistry, pharmacology, physiology, biochemistry, calculus, statistics) at university level or equivalent

(d) have English language proficiency (if relevant).

5. Requirements for award

(1) The units of study that may be taken for the course are set out in the Units of Study table for the Master of Pharmacy.

(2) To qualify for the award of the Master of Pharmacy a candidate must complete a prescribed course of 96 credit points of units of study.

6. Time Limits

(1) All time limits include any period(s) of suspension.

(2) To be eligible for admission to the Master of Pharmacy a candidate must complete a prescribed course of 96 credit points of units of study within four calendar years of first enrolment.

7. Credit for previous study

For units of study offered by the Sydney Pharmacy School, credit will not usually be granted for recognised prior learning older than five years at the time of first enrolment in the unit or course for which credit is sought. For other units of study credit transfer is subject to the provisions of the Coursework Policy.

8. Attendance requirements

(1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Nonattendance 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 85% of compulsory activities for a unit of study, unless granted exemption by the relevant delegated authority. The relevant delegated authority most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90%.

9. Additional requirements prior to commencing clinical placements

(1) Information about the procedures for gaining clearance for clinical placements will be provided after enrolment.

(2) Student clearance for clinical placements

The New South Wales Department of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check according to NSW Health policy.

All students should complete a prohibited employment declaration as required by the NSW Commission for Children and Young People.

Immunisation

All students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NSW Health guidelines.

10. Re-assessment

Re-assessment may be permitted if students in their final year fail a single compulsory assessment resulting in a grade of fail in only that unit of study, preventing them from completing the degree that year. A grade of 50 Pass is the maximum grade a student can achieve if they pass the re-assessment.

(a) The re-assessment will be in the form determined by the School. This may include one or more of the following, or other tasks as specified by the School:

(i) supplementary examinations

(ii) additional placements

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Master of Pharmacy

(ii) tutorials
(iv) lectures
(v) laboratory sessions
(2) Re-assessments for final year students will be conducted during the Replacement Exam period at the end of semester two.
(3) Final year students who do not meet the requirements of 10(1) will not be permitted to undertake re-assessments and must re-enrol in, and successfully complete, the failed units of study.
(4) Students enrolled in Master of Pharmacy second year units of study may be permitted re-assessment for one compulsory assessment in the first semester provided that:
(a) they have not failed more than one compulsory assessment in semester one; and
(b) they have met the School attendance requirements.
(5) Supplementary assessments related to 10(4) will be offered to eligible students at the end of semester one.
(6) Students who pass the supplementary assessment for 10(4) will receive:
(a) a pass grade and mark of 50 for that assessment; or
(b) a pass grade and mark of 50 for the whole unit of study if the assessment is [greater than or equal to] 50% of the available marks for the unit of study.
(7) Students who have been approved for special consideration may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation, and in any case normally not longer than 3 months after the original examination or submission date. After this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for re-assessment where special consideration is approved.

11 Progression rules
(1) Candidates can enrol in the course with 12 credit points of prerequisite subjects outstanding as long as these units of study are completed by the end of the first year of the Master of Pharmacy.
(2) Except with the permission of the Head of School and Dean, candidates may not take second year units of study until they have gained credit for all 48 credit points in first year units of study.
(3) Candidates who fail only one unit of study in the first year and who have an annual average mark (AAM) [greater than or equal to] 60 for first year, may apply to the Head of School and Dean for a prerequisite waiver which would allow enrolment in the full complement of second year units of study in addition to the failed unit of study.

12 Transitional provisions
These resolutions apply to all students who commenced their candidature after enrolled in the Master of Pharmacy from 1 January, 2019 to 2020, 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, 2022. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Graduate Certificate in Pharmacy Practice

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

Course Resolutions

1 Course codes

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>GCPHAPRA-01</td>
<td>Graduate Certificate in Pharmacy Practice</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is part time.

3 Admission to candidature

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

(a) Admission to candidature requires a bachelor’s degree or higher award in Pharmacy from the University of Sydney, or qualifications deemed by the Faculty to be equivalent.

(b) Applicants must apply for, obtain, and maintain provisional (intern) pharmacist registration with the Pharmacy Board of Australia prior to commencing the Intern Training Program component of the course.

(c) Applicants with general (non–intern) pharmacist registration with the Pharmacy Board of Australia are also eligible to enrol in the course (excluding the Intern Training Program component).

4 Time Limits

(1) A student must complete all the requirements for a graduate certificate within five calendar years of first enrolment.

(2) All time limits include any period(s) of suspension.

5 Credit for previous study

For units of study offered by the Sydney Pharmacy School, credit will not usually be granted for recognised prior learning older than five years at the time of first enrolment in the unit or course for which credit is sought. For other units of study credit transfer is subject to the provisions of the Coursework Policy.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in the Units of Study table for the Graduate Certificate in Pharmacy Practice.

(2) To qualify for the award of the Graduate Certificate in Pharmacy Practice a candidate must complete 24 credit points, including core units and electives as specified below:

(a) Applicants who hold current pharmacist practitioner registration upon admission must complete four elective units, which must not include PHAR7111 or PHAR7121 (Intern Training Program).

(b) Applicants who are eligible to undertake the Intern Training Program upon admission must complete PHAR7111 and PHAR7121 plus two elective units, which must not include PHAR7110.

(3) Upon completion of PHAR7111 and PHAR7121 (the Intern Training Program) candidates are issued an ITP Certificate of Completion to enable their application for pharmacist practitioner registration with the Pharmacy Board of Australia.
Graduate Certificate in Evidence-Based Complementary Medicines

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

Course Resolutions

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<tr>
<td>GCEVBSCM-01</td>
<td>Graduate Certificate in Evidence-Based Complementary Medicines</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is part time.

3 Admission to candidature

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

(2) Admission to candidature requires a Bachelor degree or higher award in Pharmacy or other health related degree leading to professional registration as deemed appropriate by the Faculty.

4 Time Limits

(1) A student must complete all the requirements for a graduate certificate within five calendar years of first enrolment.

(2) All time limits include any period(s) of suspension.

5 Credit for previous study

For units of study offered by the Sydney Pharmacy School, credit will not usually be granted for recognised prior learning older than five years at the time of first enrolment in the unit or course for which credit is sought. For other units of study credit transfer is subject to the provisions of the Coursework Policy.

6 Requirements for award

(1) The units of study that may be taken for the course are set out in the Units of Study table for the Graduate Certificate in Evidence-Based Complementary Medicines.

(2) To qualify for the award of the Graduate Certificate in Evidence-Based Complementary Medicines a candidate must complete 24 credit points.
The purpose of this proposal is to advise the Graduate Studies Committee of changes to multiple graduate course resolutions within the Sydney Nursing School degree programs.

RECOMMENDATION

That the Graduate Studies Committee approve the below listed minor course amendment proposals. That the Graduate Studies Committee approve for these amendment to be effective from the 1 January 2020.

EXECUTIVE SUMMARY

It is proposed that in the course resolutions for the below listed degrees, specific English requirements relating to these degrees are added to each course resolution. Further, it is proposed that references to specific roles that formerly held delegations be changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage.

In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove references to English requirements that guided Sydney Nursing School courses and as such, these resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations.

These changes are proposed to make interpretation of course requirements easier for staff and students and to allow all course specific rules that are not shared across the Faculty of Medicine and Health to be located within the course resolutions.

The below listed courses require these change and have associated minor amendment forms:
- Master of Nursing (Graduate entry)
- Master of Nursing (Nurse Practitioner)
- Graduate Certificate in Emergency Nursing
- Graduate Diploma in Emergency Nursing
- Master of Emergency Nursing
- Graduate Certificate in Intensive Care Nursing
- Graduate Diploma in Intensive Care Nursing
- Master of Intensive Care Nursing
- Graduate Certificate in Mental Health Nursing
- Graduate Diploma in Mental Health Nursing
- Master of Mental Health Nursing
- Graduate Certificate in Primary Health Care Nursing
- Graduate Diploma in Primary Health Care Nursing
- Master of Mental Primary Health Care Nursing
Non-Confidential

BACKGROUND / CONTEXT

In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. The courses requiring changes have specific course requirements that will no longer be referenced in the consolidate Faculty of Medicine and Health combine faculty resolutions.

CONSULTATION

The changes were approved by the Sydney Nursing School Curriculum Sub-Committee and the school Learning and Teaching Committee on 16 of April 2019 and the Faculty of Medicine and Health Education Committee on the 6 June 2019. The Faculty of Medicine and Health Faculty Board approved the changes on 20 June 2019.

IMPLEMENTATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

COMMUNICATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – Susan Wakil School of Nursing and Midwifery

Contact person: Stuart Skene or Andrea McCloughen

1. Name of award course
   MANUNUPR-02 Master of Nursing (Nurse Practitioner)

2. Purpose of proposal
   The purpose of this proposal is to advise the Graduate Studies committee of changes to the course resolutions of the Master of Nursing (Nurse Practitioner) from 2020.

3. Details of amendment
   In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove reference to English requirements that guided the Sydney Nursing School courses and as such, the resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role within the course resolutions have been changed to "relevant delegated authority" for the singular usage or "relevant delegated authorities" for the plural usage, so as to better reflect the current delegations.

   The course resolutions refer to specific delegated roles at several locations and this proposal is to amend these to "relevant delegated authority" for the singular usage or "relevant delegated authorities" for the plural usage, so as to better reflect the current delegations as per the attached document.

   The course resolutions for the Master of Nursing (Nurse Practitioner) Section 4 part 2 presently refer readers to the “school resolutions” in reference to English requirements and this proposal is to amend the reference as per the attached document for accuracy and to avoid confusion when interpreting the handbook.

4. Transitional arrangements
   The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.

5. Other relevant information

6. Signature of Dean
Master of Nursing (Nurse Practitioner)

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

Course resolutions

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<tr>
<td>MANUNJPR-02</td>
<td>Master of Nursing (Nurse Practitioner)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master's type

This master's degree is an advanced learning master's course, as defined by the Coursework Rule.

4 Admission to candidature

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

(2) Admission to this course requires applicants to be registered to practise nursing in an Australian state or territory and satisfy the English language proficiency requirements detailed in the school resolutions. In addition, applicants are required to nominate a Primary Clinical Supervisor for the purpose of undertaking clinical components of this course. All applicants must satisfy the English language proficiency requirements detailed here:

(a) Applicants require an IELTS overall band score of 7.0 with a minimum of 7.0 in each band, or equivalent score in another recognized test completed in the two years prior to their application; or

(b) Successful completion of an appropriate course at the University's Centre for English Teaching in the two years prior to their application;

(c) For admission to postgraduate courses, proof of English language proficiency may also be provided through a record of satisfactory achievement in tertiary studies in which the language of the institution was English and the language of instruction, examination and assessment was English. The school defines satisfactory achievement as:

(i) A three year degree, completed no more than five years prior to commencement

(ii) A degree of two or more years duration, completed no more than three years prior to commencement

(d) For admission to post-registration postgraduate courses, proof of English Language proficiency may also be provided by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.

(3) Admission to the Master of Nursing (Nurse Practitioner) requires:

(a) a pre-registration nursing degree from the University of Sydney or equivalent qualification with a credit average; or

(b) a graduate diploma with a credit average in a nursing discipline from the University of Sydney or equivalent qualification; and

(c) a minimum of a graduate certificate in:

(I) the area of clinical practice relevant to the Nurse Practitioner application; or

(II) another area, and be able to demonstrate advanced skills in the area of clinical practice relevant to the Nurse Practitioner application by portfolio and referee reports; and

(d) a minimum of five full-time years of relevant experience as a registered nurse in a specified clinical field and two years full-time equivalent experience of advanced nursing practice in the same field - including three years full-time experience as a registered nurse in a speciality area and one year full-time equivalent at an advanced level in the relevant speciality area of practice.

(4) Qualifications (other than the pre-registration nursing degree or equivalent) used as the basis of admission must have been completed less than ten years prior to application. Qualifications older than ten years will be considered subject to the applicant providing further information substantiating appropriate continuing education and development. In these cases, admission will be at the discretion of the Dean relevant delegated authority.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in the Units of Study table for the Master of Nursing (Nurse Practitioner).

(2) To qualify for the award of the Master of Nursing (Nurse Practitioner) a candidate must complete 72 credit points, including:

(a) 54 credit points of core units of study; and

(b) six credit points of elective units of study; and

(c) a 12 credit point capstone experience unit of study.

(3) Candidates are required to attend clinical simulation and fieldwork as prescribed including 300 hours of supernumerary integrated professional practice. Where appropriate, the school Faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

6 Time limits

A candidate must complete all the requirements for the course within seven and a half calendar years of first enrolment, excluding periods of suspension.
7 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2017 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2022. The school may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – Susan Wakil School of Nursing and Midwifery

Contact person: Stuart Skene or Andrea McCloughen

1. Name of award course
   - GCLINUR-02 Graduate Certificate in Clinical Nursing
   - GNADNUPR-01 Graduate Diploma in Advanced Nursing Practice
   - MAADNUPR-01 Master of Advanced Nursing Practice

2. Purpose of proposal
   The purpose of this proposal is to advise the Graduate Studies committee of changes to the course resolutions of the Graduate Certificate in Clinical Nursing, Graduate Diploma in Advanced Nursing Practice and Master of Advanced Nursing Practice from 2020.

3. Details of amendment
   In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove reference to English requirements that guided the Sydney Nursing School courses and as such, the resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role within the course resolutions have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations.

   The course resolutions refer to specific delegated roles at several locations and this proposal is to amend these to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations as per the attached document.

   The course resolutions for the Graduate Certificate in Clinical Nursing, Graduate Diploma in Advanced Nursing Practice and Master of Advanced Nursing Practice Section 5 part 2 presently refer readers to the “school resolutions” in reference to English requirements and this proposal is to amend the reference as per the attached document for accuracy and to avoid confusion when interpreting the handbook.

4. Transitional arrangements
   The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.

5. Other relevant information
   Emergency Nursing Course Resolutions (attached)

6. Signature of Dean
Clinical Nursing and Advanced Nursing Practice

Graduate Certificate in Clinical Nursing

Graduate Diploma in Advanced Nursing Practice

Master of Advanced Nursing Practice

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

Course resolutions

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<tr>
<td>GCCLINUR-02</td>
<td>Graduate Certificate in Clinical Nursing</td>
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<tr>
<td>GNADNUPR-01</td>
<td>Graduate Diploma in Advanced Nursing Practice</td>
</tr>
<tr>
<td>MAADNPR-01</td>
<td>Master of Advanced Nursing Practice</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice, except for the Graduate Certificate which is part time only.

3 Master's type

The Master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:

   (a) the Graduate Certificate in Clinical Nursing
   (b) the Graduate Diploma in Advanced Nursing Practice
   (c) the Master of Advanced Nursing Practice

(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 in the order in which complete applications are received, according to the following admissions criteria:

(2) Admission to each course requires the applicant to be registered to practise nursing in an Australian state or territory or the country in which they reside, and satisfy the English language proficiency requirements detailed here: in the faculty resolutions.

   (a) Applicants require and IELTS overall score of 7.0 with a minimum of 7.0 in each band, or equivalent score in another recognised test completed in the two years prior to their application; or
   (b) Successful completion of an appropriate course at the University's Centre for English Teaching in the two years prior to their application;
   (c) For admission to postgraduate courses, proof of English Language proficiency may also be provided through a record of satisfactory achievement in tertiary studies in which the language of the institution was English and the language of instruction, examination and assessment was English. The school defines satisfactory achievement as:

      (i) a three year degree, completed no more than five years prior to commencement; or
      (ii) a degree of two or more years duration, completed no more than three years prior to commencement;
   (d) For admission to post-registration postgraduate courses, proof of English Language proficiency may also be provided by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.

(3) Admission to the Graduate Certificate in Clinical Nursing requires:

   (a) a pre-registration nursing degree from the University of Sydney or equivalent qualification; or
   (b) a minimum of five years experience as a registered nurse.

   (c) In exceptional circumstances the Dean relevant delegated authority may admit applicants without these qualifications who, in the opinion of the school Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(4) Admission to the Graduate Diploma in Advanced Nursing Practice requires:

   (a) a pre-registration nursing degree from the University of Sydney or equivalent qualification; or
   (b) a minimum of five years experience as a registered nurse; or
   (c) a graduate certificate in this discipline from the University of Sydney or equivalent qualification; or
   (d) if the applicant does not satisfy paragraphs (a)-(c) they are required to have completed the requirements for an award course (without graduating) leading to an embedded graduate certificate in this discipline at the University of Sydney or equivalent qualification.

   (e) In exceptional circumstances the Dean relevant delegated authority may admit applicants without these qualifications who, in the opinion of the school Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
Clinical Nursing and Advanced Nursing Practice

(5) Admission to the Master of Advanced Nursing Practice requires:
(a) a pre-registration nursing degree from the University of Sydney or equivalent qualification with a credit average; or
(b) a graduate diploma or graduate certificate in this discipline from the University of Sydney or equivalent qualification; or
(c) if the applicant does not satisfy paragraphs (a)-(b) they are required to have completed the requirements for an award course (without graduating) leading to an embedded graduate certificate or graduate diploma in this discipline from the University of Sydney, or equivalent qualification.

(6) Qualifications used as the basis of admission must have been completed less than ten years prior to application. Qualifications older than ten years will be considered subject to the applicant providing further information substantiating appropriate continuing education and development. In these cases, admission will be at the discretion of the Dean relevant delegated authority.

6 Requirements for award

(1) The units of study that may be taken for the courses are set out in the Units of Study table for Advanced Nursing Practice.
(2) To qualify for the award of the Graduate Certificate in Clinical Nursing a candidate must complete 24 credit points of core units of study.
(3) To qualify for the award of the Graduate Diploma in Advanced Nursing Practice a candidate must complete 48 credit points, including:
   (a) 36 credit points of core units of study; and
   (b) 12 credit points of elective units of study.
(4) To qualify for the award of the Master of Advanced Nursing Practice a candidate must complete 60 credit points, including:
   (a) 36 credit points of core units of study; and
   (b) 12 credit points of elective units of study; and
   (c) a 12 credit point capstone core unit of study.
(5) Candidates are required to attend clinical simulation and fieldwork as prescribed. Where appropriate, the school Faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

7 Time limits

(1) A candidate must complete all the requirements for the Graduate Certificate within three calendar years of first enrolment, excluding periods of suspension.
(2) A candidate must complete all the requirements for the Graduate Diploma within four calendar years of first enrolment, excluding periods of suspension.
(3) A candidate must complete all the requirements for the Master's degree within six calendar years of first enrolment, excluding periods of suspension.

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 relevant delegated authority, 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, 2020 and students who commenced their candidature prior to 1 January, 2020 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2022. The school may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – Susan Wakil School of Nursing and Midwifery

Contact person: Stuart Skene or Andrea McCloughen

1. Name of award course
   - GCEMENUR-02 Graduate Certificate in Emergency Nursing
   - GNEMENUR-02 Graduate Diploma in Emergency Nursing
   - MAEMENUR-02 Master of Emergency Nursing

2. Purpose of proposal
   - The purpose of this proposal is to advise the Graduate Studies committee of changes to the course resolutions of the Graduate Certificate in Emergency Nursing, Graduate Diploma in Emergency Nursing and Master of Emergency Nursing from 2020.

3. Details of amendment
   - In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove reference to English requirements that guided the Sydney Nursing School courses and as such, the resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role within the course resolutions have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations.

   The course resolutions refer to specific delegated roles at several locations and this proposal is to amend these to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations as per the attached document.

   The course resolutions for the Graduate Certificate in Emergency Nursing, Graduate Diploma in Emergency Nursing and Master of Emergency Nursing Section 5 part 2 presently refer readers to the “school resolutions” in reference to English requirements and this proposal is to amend the reference as per the attached document for accuracy and to avoid confusion when interpreting the handbook.

4. Transitional arrangements
   - The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.

5. Other relevant information
   - Emergency Nursing Course Resolutions (attached)

6. Signature of Dean

Minor Course Amendment Proposal
Graduate Certificate in Emergency Nursing
Graduate Diploma in Emergency Nursing
Master of Emergency Nursing

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

Course resolutions

1 Course codes

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<td>Graduate Diploma in Emergency Nursing</td>
</tr>
<tr>
<td>MAEMENUR-02</td>
<td>Master of Emergency Nursing</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice, except for the Graduate Certificate which is part time only.

3 Master's type

The master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Emergency Nursing
(b) the Graduate Diploma in Emergency Nursing
(c) the Master of Emergency Nursing
(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 in the order in which complete applications are received, according to the following admission criteria.
(2) Admission to each course requires the applicant to be registered to practice nursing in an Australian state or territory, or country in which they reside, and satisfy the English language proficiency requirements detailed in the school resolutions. In addition to these requirements, domestic applicants are required to have at least 1 year of experience as a registered nurse and be working in emergency nursing. Domestic applicants are required to provide a statement of support from their supervisor or Nursing Unit Manager in order to undertake the required clinical assessments. International applicants are required to have a minimum of one year of experience in Emergency Nursing. International students who wish to return to their home country at the end of their first full-time year to complete their emergency nursing clinical assessment tasks should provide a statement of support from their workplace with their application. It is also possible for an international student to apply without a statement of support form if they prefer to complete the clinical assessments under simulated conditions in the School of Public Health and Community Medicine. Specific requirements for each course are below.
(3) All applicants must satisfy the English language proficiency requirements detailed here:
(a) Applicants require an IELTS overall band score of 7.0 with a minimum of 7.0 in each band, or equivalent score in another recognized test completed in the two years prior to their application; or
(b) Successful completion of an appropriate course at the University's Centre for English Teaching in the two years prior to their application;
(c) For admission to postgraduate courses, proof of English language proficiency may also be provided through a record of satisfactory achievement in tertiary studies in which the language of the institution was English and the language of instruction, examination and assessment was English. The School defines satisfactory achievement as:
(i) A three year degree, completed no more than five years prior to commencement
(ii) A degree of two or more years duration, completed no more than three years prior to commencement,
(d) For admission to post-registration postgraduate courses, proof of English Language proficiency may also be provided by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.
(4) Admission to the Graduate Certificate in Emergency Nursing requires:
(a) a pre-registration nursing degree from the University of Sydney or equivalent qualification; or
(b) a minimum of five years experience as a registered nurse.
(c) In exceptional circumstances the Dean relevant delegated authority may admit applicants without these qualifications who, in the opinion of the School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
(5) Admission to the Graduate Diploma in Emergency Nursing requires:
(a) a pre-registration nursing degree from the University of Sydney or equivalent qualification; or
(b) a minimum of five years experience as a registered nurse; or
(c) a graduate certificate in this discipline from the University of Sydney or equivalent qualification; or
(d) if the applicant does not satisfy paragraphs (a)-(c) they are required to have completed the requirements for an award course (without graduating) leading to an embedded graduate certificate in this discipline at the University of Sydney or equivalent qualification.
(e) In exceptional circumstances the dean relevant delegated authority may admit applicants without these qualifications who, in the opinion of the school Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

6 Requirements for award

(1) The units of study that may be taken for the courses are set out in the Units of Study table for Emergency Nursing.

(2) To qualify for the award of the Graduate Certificate in Emergency Nursing a candidate must complete 24 credit points of core units of study.

(3) To qualify for the award of the Graduate Diploma in Emergency Nursing a candidate must complete 48 credit points including:
(a) 36 credit points of core units of study; and
(b) 12 credit points of elective units of study.

(4) To qualify for the award of the Master of Emergency Nursing a candidate must complete 60 credit points, including:
(a) 36 credit points of core units of study; and
(b) 12 credit points of elective units of study; and
(c) a 12 credit point capstone core unit of study.

(5) Candidates are required to complete clinical assessments as prescribed in order to successfully meet the requirements for passing the unit of study. Where appropriate, the school Faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

7 Time limits

(1) A candidate must complete all the requirements for the graduate certificate within three calendar years of first enrolment, excluding periods of suspension.

(2) A candidate must complete all the requirements for the graduate diploma within four calendar years of first enrolment, excluding periods of suspension.

(3) A candidate must complete all the requirements for the master’s degree within six calendar years of first enrolment, excluding periods of suspension.

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 relevant delegated authority, 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 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2022. The school may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – Susan Wakil School of Nursing and Midwifery

Contact person: Stuart Skene or Andrea McCloughen

1. Name of award course
   GCINCNUR-02 Graduate Certificate in Intensive Care Nursing
   GNINICNUR-02 Graduate Diploma in Intensive Care Nursing
   MAINCNUR-02 Master of Intensive Care Nursing

2. Purpose of proposal
   The purpose of this proposal is to advise the Graduate Studies committee of changes to the course resolutions of the Graduate Certificate in Intensive Care Nursing, Graduate Diploma in Intensive Care Nursing and Master of Intensive Care Nursing from 2020.

3. Details of amendment
   In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove reference to English requirements that guided the Sydney Nursing School courses and as such, the resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role within the course resolutions have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations.

   The course resolutions refer to specific delegated roles at several locations and this proposal is to amend these to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations as per the attached document.

   The course resolutions for the Graduate Certificate in Intensive Care Nursing, Graduate Diploma in Intensive Care Nursing and Master of Intensive Care Nursing Section 5 part 2 presently refer readers to the “school resolutions” in reference to English requirements and this proposal is to amend the reference as per the attached document for accuracy and to avoid confusion when interpreting the handbook.

4. Transitional arrangements
   The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.

5. Other relevant information

6. Signature of Dean
Graduate Certificate in Intensive Care Nursing

Graduate Diploma in Intensive Care Nursing

Master of Intensive Care Nursing

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

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<tr>
<td>MAINCNUR-02</td>
<td>Master of Intensive Care Nursing</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice, except for the Graduate Certificate which is part time only.

3 Master's type

The master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
   (a) the Graduate Certificate in Intensive Care Nursing
   (b) the Graduate Diploma in Intensive Care Nursing
   (c) the Master of Intensive Care Nursing

(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 in the order in which complete applications are received, according to the following admission criteria.

(2) Admission to each course requires the applicant to be registered to practise nursing in an Australian state or territory, or country in which they reside, and satisfy the English language proficiency requirements detailed in the school course resolutions. In addition to these requirements, domestic applicants are required to have at least 1 year of experience as a registered nurse and be working in an intensive care unit. Domestic applicants are required to provide a statement of support from their supervisor or Nursing Unit Manager in order to undertake the required clinical assessments. International applicants are required to have a minimum of one year of experience in Intensive Care Nursing. International students who wish to return to their home country at the end of their first full-time year to complete their intensive care clinical assessment tasks should provide a statement of support from their workplace with their application. It is also possible for international students to apply without a statement of support form if they prefer to complete the clinical assessments under simulated conditions in the school Faculty. Specific admission criteria for each course are below.

(3) All applicants must satisfy the English language proficiency requirements detailed here:
   (a) Applicants require an IELTS overall band score of 7.0 with a minimum of 7.0 in each band, or equivalent score in another recognized test completed in the two years prior to their application; or
   (b) Successful completion of an appropriate course at the University's Centre for English Teaching in the two years prior to their application;
   (c) For admission to postgraduate courses, proof of English language proficiency may also be provided through a record of satisfactory achievement in tertiary studies in which the language of the institution was English and the language of instruction, examination and assessment was English. The school defines satisfactory achievement as:
      (i) A three year degree, completed no more than five years prior to commencement
      (ii) A degree of two or more years duration, completed no more than three years prior to commencement;
   (d) For admission to post-registration postgraduate courses, proof of English Language proficiency may also be provided by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.

(4) Admission to the Graduate Certificate in Intensive Care Nursing requires:
   (a) a pre-registration nursing degree from the University of Sydney or equivalent qualification; or
   (b) a minimum of five years of experience as a registered nurse.
   (c) In exceptional circumstances the dean relevant delegated authority may admit applicants without these qualifications who, in the opinion of the school Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(5) Admission to the Graduate Diploma in Intensive Care Nursing requires:
(a) a pre-registration nursing degree from the University of Sydney or equivalent qualification; or
(b) a minimum of five years of experience as a registered nurse; or
(c) a graduate certificate in this discipline from the University of Sydney or equivalent qualification; or
(d) if the applicant does not satisfy paragraphs (a)-(c) they are required to have completed the requirements for an award course (without graduating) leading to an embedded graduate certificate in this discipline at the University of Sydney or equivalent qualification.
(e) In exceptional circumstances the relevant delegated authority may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(6) Admission to the Master of Intensive Care Nursing requires:
(a) a pre-registration nursing degree from the University of Sydney or equivalent qualification with a credit average; or
(b) a graduate diploma or graduate certificate in this discipline from the University of Sydney or equivalent qualification; or
(c) if the applicant does not satisfy paragraphs (a)-(b) they are required to have completed the requirements for an award course (without graduating) leading to an embedded graduate certificate or graduate diploma in this discipline at the University of Sydney or equivalent qualification.

(7) Qualifications used as the basis of admission must have been completed less than ten years prior to application. Qualifications older than ten years will be considered subject to the applicant providing further information substantiating appropriate continuing education and development. In these cases, admission will be at the discretion of the relevant delegated authority.

6 Requirements for award

(1) The units of study that may be taken for the courses are set out in the Units of Study table for Intensive Care Nursing.
(2) To qualify for the award of the Graduate Certificate in Intensive Care Nursing a candidate must complete 24 credit points of core units of study.
(3) To qualify for the award of the Graduate Diploma in Intensive Care Nursing a candidate must complete 48 credit points of core units of study, including:
(a) 36 credit points of core units of study; and
(b) 12 credit points of elective units of study.
(4) To qualify for the award of the Master of Intensive Care Nursing a candidate must complete 60 credit points, including:
(a) 36 credit points of core units of study; and
(b) 12 credit points of elective units of study; and
(c) a 12 credit point capstone core unit of study.
(5) Candidates are required to complete clinical assessments as prescribed in order to successfully meet the requirements for passing the unit of study. Where appropriate, the Faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

7 Time limits

(1) A candidate must complete all the requirements for the Graduate Certificate within three calendar years of first enrolment, excluding periods of suspension.
(2) A candidate must complete all the requirements for the Graduate Diploma within four calendar years of first enrolment, excluding periods of suspension.
(3) A candidate must complete all the requirements for the Master's degree within six calendar years of first enrolment, excluding periods of suspension.

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 relevant delegated authority, 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 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2022. The school may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – Susan Wakil School of Nursing and Midwifery

Contact person: Stuart Skene or Andrea McCloughen

1. Name of award course
   - GCMEHNUR-02 Graduate Certificate in Mental Health Nursing
   - GNMEHNUR-02 Graduate Diploma in Mental Health Nursing
   - MAMEHNNUR-02 Master of Mental Health Nursing

2. Purpose of proposal
   The purpose of this proposal is to advise the Graduate Studies committee of changes to the course resolutions of the Graduate Certificate in Mental Health Nursing, Graduate Diploma in Mental Health Nursing and Master of Mental Health Nursing from 2020.

3. Details of amendment
   In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove reference to English requirements that guided the Sydney Nursing School courses and as such, the resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role within the course resolutions have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations.

   The course resolutions refer to specific delegated roles at several locations and this proposal is to amend these to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations as per the attached document.

   The course resolutions for the Graduate Certificate in Mental Health Nursing, Graduate Diploma in Mental Health Nursing and Master of Mental Health Nursing Section 5 part 2 presently refer readers to the “school resolutions” in reference to English requirements and this proposal is to amend the reference as per the attached document for accuracy and to avoid confusion when interpreting the handbook.

4. Transitional arrangements
   The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.

5. Other relevant information

6. Signature of Dean
Graduate Certificate in Mental Health Nursing
Graduate Diploma in Mental Health Nursing
Master of Mental Health Nursing

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

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<tr>
<td>MAMEHNRUR-02</td>
<td>Master of Mental Health Nursing</td>
</tr>
</tbody>
</table>

1 Attendance pattern
The attendance pattern for this course is full time or part time according to candidate choice, except for the Graduate Certificate which is part time only.

2 Master's type
The master’s degree in these resolutions is an advanced learning master's course, as defined by the Coursework Rule.

3 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
   (a) the Graduate Certificate in Mental Health Nursing
   (b) the Graduate Diploma in Mental Health Nursing
   (c) the Master of Mental Health Nursing
(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.

4 Admission to candidature
(1) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria:
(2) Admission to each course requires the applicant to be registered to practise nursing in an Australian state or territory, or country in which they reside, and satisfy the English language proficiency requirements detailed in the school resolutions. In addition to these requirements, domestic applicants are required to have a minimum of one year of experience working as a registered nurse, and be working primarily in the provision of care to people with mental health problems. International applicants are required to have a minimum of one year of experience in Mental Health Nursing. Specific admission criteria for each course are below.
(3) All applicants must satisfy the English language proficiency requirements detailed here:
   (a) Applicants require an IELTS overall band score of 7.0 with a minimum of 7.0 in each band, or equivalent score in another recognized test completed in the two years prior to their application; or
   (b) Successful completion of an appropriate course at the University's Centre for English Teaching in the two years prior to their application;
   (c) For admission to postgraduate courses, proof of English language proficiency may also be provided through a record of satisfactory achievement in tertiary studies in which the language of the institution was English and the language of instruction, examination and assessment was English. The school defines satisfactory achievement as:
      (i) A three year degree, completed no more than five years prior to commencement
      (ii) A degree of two or more years duration, completed no more than three years prior to commencement.
   (d) For admission to post-registration postgraduate courses, proof of English Language proficiency may also be provided by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.
(4) Admission to the Graduate Certificate in Mental Health Nursing requires:
   (a) a pre-registration nursing degree from the University of Sydney or equivalent qualification; or
   (b) a minimum of five years of experience as a registered nurse.
   (c) In exceptional circumstances the relevant delegated authority 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.
(5) Admission to the Graduate Diploma in Mental Health Nursing requires:
   (a) a pre-registration nursing degree from the University of Sydney or equivalent qualification; or
   (b) a minimum of five years of experience as a registered nurse; or
   (c) a graduate certificate in this discipline from the University of Sydney or equivalent qualification or;
(d) if the applicant does not satisfy paragraphs (a)-(c), they are required to have completed the requirements for an award course (without graduating) leading to an embedded graduate certificate in this discipline at the University of Sydney or equivalent qualification.

(e) In exceptional circumstances the Dean relevant delegated authority may admit applicants without these qualifications who, in the opinion of the school Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(6) Admission to the Master of Mental Health Nursing requires:

(a) a pre-registration nursing degree from the University of Sydney or equivalent qualification with a credit average; or

(b) a graduate diploma or graduate certificate in this discipline from the University of Sydney or equivalent qualification; or

(c) if the applicant does not satisfy paragraphs (a)-(b) they are required to have completed the requirements for an award course (without graduating) leading to an embedded graduate certificate or graduate diploma in this discipline from the University of Sydney, or equivalent qualification.

(7) Qualifications used as the basis of admission must have been completed less than ten years prior to application. Qualifications older than ten years will be considered subject to the applicant providing further information substantiating appropriate continuing education and development. In these cases, admission will be at the discretion of the Dean relevant delegated authority.

6 Requirements for award

(1) The units of study that may be taken for the courses are set out in the Units of Study table for Mental Health Nursing.

(2) To qualify for the award of the Graduate Certificate in Mental Health Nursing a candidate must complete 24 credit points of core units of study.

(3) To qualify for the award of the Graduate Diploma in Mental Health Nursing a candidate must complete 48 credit points of core units of study, including:

(a) 36 credit points of core units of study; and

(b) 12 credit points of elective units of study.

(4) To qualify for the award of the Master of Mental Health Nursing a candidate must complete 60 credit points, including:

(a) 36 credit points of core units of study; and

(b) 12 credit points of elective units of study; and

(c) a 12 credit point capstone unit of study.

(5) Candidates are required to complete clinical assessments as prescribed in order to successfully meet the requirements for passing the unit of study. Where appropriate, the school Faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

7 Time limits

(1) A candidate must complete all the requirements for the Graduate Certificate within two and a half calendar years of first enrolment, excluding periods of suspension.

(2) A candidate must complete all the requirements for the Graduate Diploma within four calendar years of first enrolment, excluding periods of suspension.

(3) A candidate must complete all the requirements for the Masters degree within five calendar years of first enrolment, excluding periods of suspension.

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 relevant delegated authority, 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 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2022. The school may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – Susan Wakil School of Nursing and Midwifery

Contact person: Stuart Skene or Andrea McCloughen

1. Name of award course
   MANURSNG-09 Master of Nursing

2. Purpose of proposal
   The purpose of this proposal is to advise the Graduate Studies committee of changes to the course resolutions of the Master of Nursing from 2020.

3. Details of amendment
   In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove reference to English requirements that guided the Sydney Nursing School courses and as such, the resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role within the course resolutions have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations.

   The course resolutions refer to specific delegated roles at several locations and this proposal is to amend these to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations as per the attached document.

   The course resolutions for the Master of Nursing Section 4 part 2 (a) presently refer readers to the “school resolutions” in reference to English requirements and this proposal is to amend the reference as per the attached document for accuracy and to avoid confusion when interpreting the handbook.

4. Transitional arrangements
   The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.

5. Other relevant information

6. Signature of Dean
Master of Nursing

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

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<td>Master of Nursing</td>
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2 Attendance pattern

1. The attendance pattern for this course is full time or part time according to candidate choice.
2. Candidates will attend either the Mallet Street campus or the Westmead campus for the duration of their degree. Transfer between campuses is only permissible in exceptional circumstances with the approval of the Head of School and Dean of Sydney Nursing School.

3 Master's type

This master's degree 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 admission criteria.
2. Admission to the Master of Nursing requires:
   (a) satisfaction of the English language proficiency requirements detailed here; in the school resolutions; and either
      (i) Applicants require an IELTS overall band score of 7.0 with a minimum of 7.0 in each band, or equivalent score in another recognized test completed in the two years prior to their application; or
      (ii) Successful completion of an appropriate course at the University's Centre for English Teaching in the two years prior to their application;
      (iii) For admission to postgraduate courses, proof of English language proficiency may also be provided through a record of satisfactory achievement in tertiary studies in which the language of the institution was English and the language of instruction, examination and assessment was English. The school defines satisfactory achievement as:
         (a) A three year degree, completed no more than five years prior to commencement
         (b) A degree of two or more years duration, completed no more than three years prior to commencement
         (iv) For admission to post-registration postgraduate courses, proof of English Language proficiency may also be provided by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.
   (b) a bachelor's degree from the University of Sydney or equivalent qualification; or
   (c) a Diploma of Aboriginal and Torres Strait Islander Health, or equivalent qualification, and relevant work experience.
   (d) Performance in an interview to a standard considered satisfactory by the University of Sydney Nursing School; and
   (e) Performance in an admissions test approved by the University of Sydney Nursing School to a standard considered satisfactory by the School.
   (f) Applicants who are registered as a nurse with the Nursing and Midwifery Board of Australia are eligible to apply for this program provided they meet the above entry requirements. Applicants who are currently registered in their home country and who do not meet the requirements for registration as a nurse in Australia are eligible to apply for this program provided they meet the above entry requirements.
   (3) Qualifications used as the basis of admission must have been completed less than ten years prior to application. Qualifications older than ten years will be considered subject to the applicant providing further information substantiating appropriate continuing education and development. In these cases, admission will be at the discretion of the Dean relevant delegated authority.
   (4) An applicant will not be admitted to candidature for the Master of Nursing unless the applicant has qualified for the award of a bachelors degree prior to 1 January of the year in which the applicant intends to commence the Master of Nursing.
   (5) In exceptional circumstances the Dean relevant delegated authority may admit applicants without the above qualifications who, in the opinion of the school Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
   (6) In addition, this course requires applicants to have the ability to undertake clinical placements. The School’s Clinical Policy contains further details of the requirements.

5 Requirements for award

1. The units of study that may be taken for the course are set out in the units of study table for the Master of Nursing.
2. To qualify for the award of the Master of Nursing a candidate must complete 96 credit points of core units of study.
3. Candidates are required to attend clinical simulation and fieldwork as prescribed. Where appropriate, the school Faculty may require individual candidates to undertake further or remedial theoretical, clinical or practical study in addition to the above requirements.

6 Progression rules

1. Candidates may be permitted to enrol in Year Two units of study while also enrolled in Year One units of study in the Master of Nursing provided the requested units are available in the required semester and the pre-requisites and co-requisites have been met.
7 Time limits
(1) A full time candidate must complete all the requirements for the course within four calendar years of first enrolment, including periods of suspension.
(2) A part time candidate must complete all the requirements for the course within five calendar years of first enrolment, including periods of suspension.

8 Credit for previous study
(1) Credit awarded for previous study will not exceed 24 credit points.
(2) Credit will not be granted for recognised prior learning older than five years at the time of first enrolment.

9 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2023. The school may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – Susan Wakil School of Nursing and Midwifery

Contact person: Stuart Skene or Andrea McCloughen

1. Name of award course
   GCPRHECA-02 Graduate Certificate in Primary Health Care Nursing
   GNPRHECA-02 Graduate Diploma in Primary Health Care Nursing
   MAPRHECA-02 Master of Primary Health Care Nursing

2. Purpose of proposal
   The purpose of this proposal is to advise the Graduate Studies committee of changes to the course resolutions of the Graduate Certificate in Primary Health Care Nursing, Graduate Diploma in Primary Health Care Nursing and Master of Primary Health Care Nursing from 2020.

3. Details of amendment
   In 2018, the Sydney Nursing School joined multiple schools to form the Faculty of Medicine and Health. In 2019, the Faculty of Medicine and Health published a single handbook however, consolidated the individual school resolutions into a sub directory of the faculty resolutions. In 2020, those sub categories of resolutions will be published as a single set of faculty resolutions. These new faculty resolutions will remove reference to English requirements that guided the Sydney Nursing School courses and as such, the resolutions are being moved to the course resolutions. Further, the delegations within the Faculty of Medicine and Health have changed and may continue to change and as such all references to a specific delegated role within the course resolutions have been changed to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations.

   The course resolutions refer to specific delegated roles at several locations and this proposal is to amend these to “relevant delegated authority” for the singular usage or “relevant delegated authorities” for the plural usage, so as to better reflect the current delegations as per the attached document.

   The course resolutions for the Graduate Certificate in Primary Health Care Nursing, Graduate Diploma in Primary Health Care Nursing and Master of Primary Health Care Nursing Section 5 part 2 presently refer readers to the “school resolutions” in reference to English requirements and this proposal is to amend the reference as per the attached document for accuracy and to avoid confusion when interpreting the handbook.

4. Transitional arrangements
   The changes to admission requirements will have no impact on currently enrolled students and will take effect on 1 January 2020 for all commencing students.

5. Other relevant information

6. Signature of Dean

Minor Course Amendment Proposal
Degree resolutions

Graduate Certificate in Primary Health Care Nursing

Graduate Diploma in Primary Health Care Nursing

Master of Primary Health Care Nursing

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCPRHECA-01</td>
<td>Graduate Certificate in Primary Health Care Nursing</td>
</tr>
<tr>
<td>GNPRHECA-01</td>
<td>Graduate Diploma in Primary Health Care Nursing</td>
</tr>
<tr>
<td>MAPRHECA-01</td>
<td>Master of Clinical Primary Health Care Nursing</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice, except for the Graduate Certificate which is part time only.

3 Master's type

The master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Primary Health Care Nursing
(b) the Graduate Diploma in Primary Health Care Nursing
(c) the Master of Primary Health Care Nursing
(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 in the order in which complete applications are received, according to the following admissions criteria.
(2) Admission to each course requires the applicant to be registered to practise nursing in an Australian state or territory or the country in which they reside, and satisfy the English language proficiency requirements detailed here in the school resolutions. Specific admission criteria for each course are below.

(a) Applicants require an IELTS overall band score of 7.0 with a minimum of 7.0 in each band, or equivalent score in another recognised test completed in the two years prior to their application; or
(b) Successful completion of an appropriate course at the University's Centre for English Teaching in the two years prior to their application;
(c) For admission to postgraduate courses, proof of English language proficiency may also be provided through a record of satisfactory achievement in tertiary studies in which the language of instruction was English and the language of instruction, examination and assessment was English. The school defines satisfactory achievement as:
   (i) A three year degree, completed no more than five years prior to commencement
   (ii) A degree of two or more years duration, completed no more than three years prior to commencement;
   (d) For admission to post-registration postgraduate courses, proof of English Language proficiency may also be provided by a record of current registration with the Australian Health Practitioner Regulation Agency (AHPRA) as a (Division 1) Registered Nurse and proof of current employment in this capacity at an appropriate health facility.
(3) Admission to the Graduate Certificate in Primary Health Care Nursing requires:
   (a) a pre-registration nursing degree from the University of Sydney or equivalent qualification; or
   (b) a minimum of five years experience in nursing;
   (c) In exceptional circumstances the dean relevant delegated authority 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.
(4) Admission to the Graduate Diploma in Primary Health Care Nursing requires:
   (a) a pre-registration nursing degree from the University of Sydney or equivalent qualification; or
   (b) a minimum of five years experience in nursing; or
   (c) a graduate certificate in this discipline from the University of Sydney or equivalent qualification; or
   (d) if the applicant does not satisfy paragraphs (a)-(c) they are required to have completed the requirements for an award course (without graduating) leading to an embedded graduate certificate in this discipline at the University of Sydney or equivalent qualification.
In exceptional circumstances the relevant delegated authority 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.

Admission to the Master of Primary Health Care Nursing requires:
(a) a pre-registration nursing degree from the University of Sydney or equivalent qualification with a credit average; or
(b) a graduate certificate or diploma in a nursing discipline from the University of Sydney or equivalent qualification; or
(c) if the applicant does not satisfy paragraphs (a)-(b) they are required to have completed the requirements for an award course (without graduating) leading to an embedded graduate certificate or graduate diploma in this discipline from the University of Sydney, or equivalent qualification.

In exceptional circumstances the relevant delegated authority 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.

Qualifications used as the basis of admission must have been completed less than ten years prior to application. Qualifications older than ten years will be considered subject to the applicant providing further information substantiating appropriate continuing education and development. In these cases, admission will be at the discretion of the relevant delegated authority.

Requirements for award
(1) The units of study that may be taken for the courses are set out in the units of study table for Primary Health Care Nursing.
(2) To qualify for the award of the Graduate Certificate in Primary Health Care Nursing a candidate must complete 24 credit points of core units of study.
(3) To qualify for the award of the Graduate Diploma in Primary Health Care Nursing a candidate must complete 48 credit points of core units of study, including:
(a) 36 credit points of core units of study; and
(b) 12 credit points of elective units of study.
(4) To qualify for the award of the Master of Primary Health Care Nursing a candidate must complete 60 credit points, including:
(a) 36 credit points of core units of study; and
(b) 12 credit points of elective units of study; and
(c) a 12 credit point capstone core unit of study.

Time limits
(1) A candidate must complete all the requirements for the Graduate Certificate in Primary Health Care Nursing within three calendar years of first enrolment, excluding periods of suspension.
(2) A candidate must complete all the requirements for the Graduate Diploma in Primary Health Care Nursing within four calendar years of first enrolment, excluding periods of suspension.
(3) A candidate must complete all the requirements for the Master of Primary Health Care Nursing within six calendar years of first enrolment, excluding periods of suspension.

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 relevant delegated authority and provided the requirements of the shorter award have been met.

Transitional Provisions
(1) These resolutions apply to students who commenced their candidature after 1 January 2020 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2022. The 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>Associate Professor Annette Katelaris</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>FMH Education Committee</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minor Amendment Proposal: Master of Advanced Surgery</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.

The purpose of this document is to seek the endorsement of the FMH Education Committee for the proposed amendments to the Master of Advanced Surgery to take effect from 2020.

**RECOMMENDATION**

That the FMH Education Committee review this minor amendment proposal and if supported, submit their recommendations to the FMH Board for consideration.

**EXECUTIVE SUMMARY**

This proposal recommends amendments to the resolutions of the Master of Advanced Surgery in response to feedback from the FMH Education Committee and to bring them into line with the University's Coursework Policy.

**BACKGROUND / CONTEXT**

Details provided in the proposal.

**CONSULTATION**

The proposed changes were discussed and endorsed by the Sydney Medical School Postgraduate Coursework Working Group.

**IMPLEMENTATION**

These changes will be updated in the 2020 Faculty of Medicine and Health Handbook.

**COMMUNICATION**

These changes will be updated in the 2020 Faculty of Medicine and Health Handbook.

**ATTACHMENTS**

Minor amendment proposal.
Minor Course Amendment Proposal

Faculty: Medicine and Health
School: Sydney Medical School
Contact person: Associate Professor Annette Katelaris
annette.katelaris@sydney.edu.au
Ph: 9114 0508

1. Name of award course

Graduate Certificate in Advanced Surgery
Graduate Diploma in Advanced Surgery
Master of Advanced Surgery

Streams:
Breast Surgery
Uro-Oncology

2. Purpose of proposal

To amend the resolutions of the Master of Advanced Surgery in response to feedback from the FMH Education Committee and to bring them into line with the University’s Coursework Policy.

3. Details of amendment

The following changes to the Master of Advanced Surgery course resolutions are proposed:

a) Changes requested by Faculty Education Committee

In addition to administrative changes required due to restructure of health faculties, the FMH Education Committee requested changes to the clause 8(2) and 8(3). The purpose of these changes is to clarify the terms of the clause.

b) Remove clause re credit for an embedded award

We wish to remove the clause (7(3)) that prohibits graduates from gaining credit for units completed in one of the embedded courses if they subsequently want to enroll in a higher award in the same sequence. This brings the resolutions in line with the University Coursework Policy.

4. Transitional arrangements

See resolutions attached below.

5. Other relevant information

NA

6. Signature of Dean
Master of Advanced Surgery

Graduate Certificate in Advanced Surgery
Graduate Diploma in Advanced Surgery
Master of Advanced Surgery

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tr>
<td>GCADV SUR-01</td>
<td>Graduate Certificate in Advanced Surgery</td>
</tr>
<tr>
<td>GNADV SUR-01</td>
<td>Graduate Certificate Diploma in Advanced Surgery</td>
</tr>
<tr>
<td>MAADV SUR-01</td>
<td>Master of Advanced Surgery</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 Policy.

4 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
(a) Graduate Certificate in Advanced Surgery
(b) Graduate Diploma in Advanced Surgery
(c) the Master of Advanced Surgery.
(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 Stream
(1) The courses are available in the following streams:
(a) Breast Surgery
(b) Uro-Oncology.

6 Admission to candidature
(1) Applicants must apply for a stream, it is not possible to complete the course with no stream. Applicants must meet the general admission requirements and the requirements for their chosen stream. Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean relevant delegated authority may admit applicants without these qualifications who, in the opinion of the school Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Certificate in Advanced Surgery requires:
(a) a medical degree from the University of Sydney or an equivalent qualification.
(3) Admission to the Graduate Diploma in Advanced Surgery requires:
(a) a medical degree from the University of Sydney or an equivalent qualification.
(4) Admission to the Master of Advanced Surgery requires:
(a) a medical degree from the University of Sydney or an equivalent qualification.
(5) Admission to the Breast Surgery stream also requires:
(a) a Fellowship of the Royal Australasian College of Surgeons or equivalent; and
(b) acceptance into or completion of post-fellowship breast surgery training program or equivalent; or
(c) a minimum of 3 years' experience in breast surgery.
(6) Admission to the Uro-Oncology stream also requires:
(a) completion of Part 2 of the FRACS exam or equivalent; and
(b) acceptance into a clinical uro-oncology fellowship training program; or
(c) completion of a uro-oncology fellowship or within last 5 years.

7 Requirements for award
(1) The units of study that may be taken for the courses are set out in the Tables of Units of Study for the Graduate Certificate in Advanced Surgery, Graduate Diploma in Advanced Surgery and Master of Advanced Surgery.
(2) To qualify for the award of the Graduate Certificate in Advanced Surgery a candidate must successfully complete 24 credit points of surgery selective units of study.
(3) To qualify for the award of the Graduate Diploma in Advanced Surgery a candidate must successfully complete 36 credit points, including:
(a) 24 credit points of surgery selective units of study; and
(b) 12 credit points of elective units of study.
(4) To qualify for the award of the Master of Advanced Surgery a candidate must successfully complete 48 credit points, including:
(a) 12 credit points of capstone core units of study; and
(b) 24 credit points of surgery selective units of study; and
(c) 12 credit points of elective units of study.
Master of Advanced Surgery

7 Course transfer

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

(2) A candidate for the graduate diploma may elect to transfer to the degree of master.

(3) Candidates who enrol in either the Graduate Certificate in Surgical Sciences or the Graduate Certificate in Surgery may transfer to the Graduate Diploma in Surgery or the Master of Surgery providing the admission requirements for the longer award are met.

(4) Candidates who have been awarded a graduate certificate or graduate diploma in this sequence cannot subsequently credit any of the units of study completed for that award to a longer award in the sequence.

8 Course transfer

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

(2) A candidate for the graduate certificate or graduate diploma may elect to transfer to a higher award, provided the requirements of the higher award are met.

(3) Candidates who have been awarded a graduate certificate or graduate diploma in this sequence cannot subsequently credit any of the units of study completed for that award to a higher award.

9 Commencement of these resolutions

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2020.
The purpose of this document is to seek the endorsement of the FMH Education Committee for the proposed amendments to the Master of Surgery to take effect from 2020.

RECOMMENDATION
That the FMH Education Committee review this minor amendment proposal and if supported, submit their recommendations to the FMH Board for consideration.

BACKGROUND / CONTEXT
Details provided in the proposal.

CONSULTATION
The proposed changes were discussed and endorsed by the Sydney Medical School Postgraduate Coursework Working Group.

IMPLEMENTATION
These changes will be updated in the 2020 Faculty of Medicine and Health Handbook.

COMMUNICATION
These changes will be updated in the 2020 Faculty of Medicine and Health Handbook.

ATTACHMENTS
Minor amendment proposal.
Minor Course Amendment Proposal

Faculty: Medicine and Health
School: Sydney Medical School
Contact person: Associate Professor Annette Katelaris
    annette.katelaris@sydney.edu.au
    Ph: 9114 0508

1. Name of award course
   Graduate Certificate in Surgical Sciences
   Graduate Certificate in Surgery
   Graduate Diploma in Surgery
   Master of Surgery

2. Purpose of proposal
   To amend the resolutions to bring them into line with the University’s Coursework Policy.

3. Details of amendment
   We wish to remove clause (7(4)) that prohibits graduates from gaining credit for units completed in one of the embedded courses if they subsequently want to enroll in a higher award in the same sequence. This brings the resolutions in line with the University Coursework Policy.

4. Transitional arrangements
   See resolutions attached below.

5. Other relevant information
   See attached course resolutions with proposed changes marked, including the administrative changes required as a result of the creation of the Faculty of Medicine and Health.

6. Signature of Dean
Master of Surgery

Graduate Certificate in Surgical Sciences
Graduate Certificate in Surgery
Graduate Diploma in Surgery
Master of Surgery

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>GCSURGSC-01</td>
<td>Graduate Certificate in Surgical Sciences</td>
</tr>
<tr>
<td>GCSURGER-02</td>
<td>Graduate Certificate in Surgery</td>
</tr>
<tr>
<td>GNSURGER-02</td>
<td>Graduate Diploma in Surgery</td>
</tr>
<tr>
<td>MASURGER-03</td>
<td>Master of Surgery</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 Policy.

4 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
(a) Graduate Certificate in Surgical Sciences
(b) Graduate Certificate in Surgery
(c) Graduate Diploma in Surgery
(d) the Master of Surgery.
(2) The Graduate Certificate in Surgical Sciences and the Graduate Certificate in Surgery both articulate into the Graduate Diploma in Surgery and the Master of Surgery in accordance with clause 7(3).

5 Admission to candidature
(1) Available places will be offered to qualified applicants according to the following admissions criteria. In exceptional circumstances the Dean relevant delegated authority may admit applicants without these qualifications who, in the opinion of the school Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
(2) Admission to the Graduate Certificate in Surgical Sciences requires:
(a) a medical degree from the University of Sydney or an equivalent qualification; or
(b) enrolment in, and successful completion of all pre-clinical studies, in a graduate-entry medical degree program offered by an Australian university.
(3) Admission to the Graduate Certificate in Surgery requires:
(a) a medical degree from the University of Sydney or an equivalent qualification; and
(b) current medical registration in an Australian or New Zealand jurisdiction and current employment as a medical practitioner in and Australian or New Zealand hospital.
(4) Admission to the Graduate Diploma in Surgery requires:
(a) a medical degree from the University of Sydney or an equivalent qualification; and
(b) current medical registration in an Australian or New Zealand jurisdiction and current employment as a medical practitioner in and Australian or New Zealand hospital.
(5) Admission to the Master of Surgery requires:
(a) a medical degree from the University of Sydney or an equivalent qualification; and
(b) current medical registration in an Australian or New Zealand jurisdiction and current employment as a medical practitioner in and Australian or New Zealand hospital.
(6) Admission to any of the courses in this sequence may be subject to satisfactory interview at the discretion of the Program Director.

6 Requirements for award
(1) The units of study that may be taken for the courses are set out in the Tables of Units of Study for the Graduate Certificate in Surgical Sciences, the Graduate Certificate in Surgery, the Graduate Diploma in Surgery and the Master of Surgery.
(2) To qualify for the award of the Graduate Certificate in Surgical Sciences a candidate must successfully complete 24 credit points of surgery selective units of study.
(3) To qualify for the award of the Graduate Certificate in Surgery a candidate must successfully complete 24 credit points of surgery selective units of study.
(4) To qualify for the award of the Graduate Diploma in Surgery a candidate must successfully complete 36 credit points, including:
(a) 6 credit points of research method selective units of study; and
(b) A minimum of 24 and a maximum of 30 credit points of surgery selective units of study; and
(c) up to a maximum of 6 credit points of elective units of study.
To qualify for the award of the Master of Surgery a candidate must successfully complete 48 credit points, including:

(a) 6 credit points of research method selective units of study; and
(b) 6 credit points of capstone core units of study; and
(c) a minimum of 24 and a maximum of 36 credit points of surgery selective units of study; and
(d) up to a maximum of 12 credit points of elective units of study.

7 Course transfer
(1) A candidate for the degree of master or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, provided the requirements of the shorter award have been met.
(2) A candidate for the graduate diploma may elect to transfer to the degree of master.
(3) Candidates who enrol in either the Graduate Certificate in Surgical Sciences or the Graduate Certificate in Surgery may transfer to the Graduate Diploma in Surgery or the Master of Surgery providing the admission requirements for the longer award are met.
(3) Candidates who have been awarded a graduate certificate or graduate diploma in this sequence cannot subsequently credit any of the units of study completed for that award to a longer award in the sequence.

8 Commencement of these resolutions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2020.
Non-Confidential

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<td>Paper title</td>
<td>Minor Amendment Proposal: Master of Medicine and Master of Science in Medicine</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.

The purpose of this document is to seek the endorsement of the FMH Education Committee for the proposed amendments to the Master of Medicine and Master of Science in Medicine to take effect from 2020.

**RECOMMENDATION**
That the FMH Education Committee review this minor amendment proposal and if supported, submit their recommendations to the FMH Board for consideration.

**EXECUTIVE SUMMARY**
This proposal recommends a number of amendments to the Master of Medicine and Master of Science in Medicine as follows:

1) Change the titles of units of study

2) Amend the course resolutions to restrict entry to the General Practice and Primary Health Care Science in Medicine courses to nurses currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.

**BACKGROUND / CONTEXT**
Details provided in the proposal.

**CONSULTATION**
The proposed changes were discussed and endorsed by the Sydney Medical School Postgraduate Coursework Working Group. The proposed changes to the course resolutions were discussed with Prof Donna Waters and Dr Jennifer Green from the Nursing School. Prof Waters has approved the proposed changes.

**IMPLEMENTATION**
These changes will be updated in the 2020 Faculty of Medicine and Health Handbook. The Admissions team will be provided with updated guidelines re admission to the General Practice and Primary Health Care stream. Sydney Courses entries for the General Practice and Primary Health Care stream will be updated.
COMMUNICATION

These changes will be updated in the 2020 Faculty of Medicine and Health Handbook. The Admissions team will be provided with updated guidelines re admission to the General Practice and Primary Health Care stream. Sydney Courses entries for the General Practice and Primary Health Care stream will be updated.

ATTACHMENTS

Minor amendment proposal.
Minor Course Amendment Proposal

Faculty: Medicine and Health
School: Sydney Medical School
Contact person: Associate Professor Annette Katelaris
           annette.katelaris@sydney.edu.au
           Ph: 9114 0508

1. Name of award course
   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)

   Streams:
   Child and Adolescent Health
   Clinical Neurophysiology
   Critical Care Medicine
   General Practice and Primary Health Care
   Genomics and Precision Medicine
   Internal Medicine
   Metabolic Health
   Pharmaceutical & Medical Device Development
   Psychiatry
   Sexual and Reproductive Health
   Sleep Medicine
   Trauma Informed Psychotherapy

2. Purpose of proposal
   To make the following amendments to the Master of Medicine/Master of Science in Medicine program:
   I. Amend the course resolutions
   II. Change unit of study titles

3. Details of amendment
   I. Amend the course resolutions

   In addition to administrative changes required due to Sydney Medical School becoming part of the Faculty of Medicine and Health the following amendment is proposed:

   Restrict admission to the Science in Medicine courses in the General Practice and Primary Health Care Science stream to registered nurses. The coursework is not suitable for science
or allied health graduates. Professor Donna Waters, Head of School and Dean and Dr Jennifer Green Associate Dean (Education) of the Sydney Nursing School were consulted. Prof Waters has agreed to the proposed change.

II. Changes to unit of study titles

A summary is provided below of the proposed changes to unit of study titles to better reflect the aims and subject matter of the units (the unit of study forms are provided separately).

The new proposed title for BMRI5052 reflects the language used by the Royal Australian and New Zealand College of Psychiatrists in their information for trainees and their curriculum.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Current title</th>
<th>Proposed new title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPPC5002</td>
<td>Complex Problems in Primary Health Care</td>
<td>Complexity in Primary Health Care</td>
</tr>
<tr>
<td>PAED5007</td>
<td>Paediatric Critical Care</td>
<td>Paediatric Emergencies</td>
</tr>
<tr>
<td>PCOL5103</td>
<td>Industrial Therapeutics (Project)</td>
<td>Therapeutics and Device Innovations (Project)</td>
</tr>
<tr>
<td>BMRI5052</td>
<td>Child and Youth Mental Health</td>
<td>Child and Adolescent Mental Health</td>
</tr>
</tbody>
</table>

4. Transitional arrangements

See Course Resolutions in Attachment 1 below.

5. Other relevant information

See attachments below:
1. Course resolutions
2. Unit of study variation form for GPPC5002
3. Unit of study variation form for PAED5007
4. Unit of study variation form for PCOL5103
5. Unit of study variation form for BMRI5052

6. Signature of Dean
Master of Medicine Master of Science in Medicine

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 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the Learning and Teaching Policy 2015, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. 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>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>
<tr>
<td>GCSCMEDI-01</td>
<td>Graduate Certificate in Science in Medicine</td>
</tr>
<tr>
<td>GNSCMEDI-01</td>
<td>Graduate Diploma in Science in Medicine</td>
</tr>
<tr>
<td>MASCMDI-01</td>
<td>Master of Science in Medicine</td>
</tr>
<tr>
<td>MASCMEAD-01</td>
<td>Master of Science in 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 in Medicine
(b) Graduate Diploma in Medicine
(c) Master of Medicine
(d) Master of Medicine (Advanced)
(e) Graduate Certificate in Science in Medicine
(f) Graduate Diploma in Science in Medicine
(g) Master of Science in Medicine
(h) Master of Science in Medicine (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.

5 Streams

(1) Courses are available in the following streams: Master of Medicine (Advanced), Master of Medicine, Graduate Diploma in Medicine, Graduate Certificate in Medicine.

For medical graduates:
Master of Medicine Master of Science in Medicine

(a) Child and Adolescent Health
(b) Clinical Neurophysiology
(c) Critical Care Medicine
(d) General Practice and Primary Health Care
(e) Genomics and Precision Medicine
(f) Internal Medicine
(g) Metabolic Health
(h) Pharmaceutical and Medical Device Development
(i) Psychiatry
(j) Sexual and Reproductive Health
(k) Sleep Medicine
(l) Trauma-Informed Psychotherapy

For medical graduates:
Master of Science in Medicine (Advanced), Master of Science in Medicine, Graduate Diploma in Science in Medicine, Graduate Certificate in Science in Medicine:

(a) Clinical Neurophysiology
(b) Critical Care Medicine
(c) General Practice and Primary Health Care
(d) Metabolic Health
(e) Pharmaceutical and Medical Device Development
(f) Sexual and Reproductive Health
(g) Sleep Medicine
(h) Trauma-Informed Psychotherapy

(2) Candidates may transfer between streams with approval from the relevant stream Program Director.
(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. Candidates have the option of completing the course without choosing a 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 relevant delegated authority 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 and Critical Care streams requires current medical registration in an Australian or New Zealand jurisdiction and current or prior employment as a medical practitioner 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; and
(b) for admission to Metabolic Health and Sleep Medicine a minimum of 12 months relevant work experience is also required; and
(c) for admission to General Practice and Primary Health Care the bachelor or postgraduate degree must be a nursing degree and the applicant must be currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.
(8) Admission to the Graduate Diploma in Science in Medicine requires:
(a) successful completion of the requirements 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 Metabolic Health and Sleep Medicine a minimum of 12 months relevant work experience is also required; and
(d) nurses applying for admission to General Practice and Primary Health Care the bachelor or postgraduate degree must be a nursing degree and the applicant must be currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.
(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 with a minimum credit average; 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, Metabolic Health and Sleep Medicine streams, evidence of at least 12 months relevant work experience is essential; and
(f) nurses applying for admission to General Practice and Primary Health Care the bachelor or postgraduate degree must be a nursing degree and the applicant must be currently registered (Registered Nurse (Division 1)) with a minimum of 12 months relevant work experience.
(10) Admission to the Trauma-Informed Psychotherapy stream also requires:
(a) minimum 12 months’ experience in a clinical area related to mental health;
(b) current professional indemnity insurance to practise psychotherapy in NSW; and
(c) satisfactory performance at an interview as required.
(11) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires the candidate to have:
(a) completed the requirements the Master of Medicine or the Master of Science in Medicine; and
(b) achieved an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
(c) met 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.
(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 units of study.

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 2020 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 2029. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
RECOMMENDATION

That the Graduate Studies Committee review and approve the amendments of the Clinical Trials course resolutions for 2020.

EXECUTIVE SUMMARY

The below degrees were delivered across the School of Medicine and the School of Nursing in previous years, therefore Clause 4 Cross-faculty management is no longer applicable, as these degrees are now delivered by the School of Medicine only.

- Graduate Certificate in Clinical Trials Research
- Graduate Diploma in Clinical Trials Research
- Master of Clinical Trials Research

It is proposed that these changes to will be effective from 2020.

BACKGROUND / CONTEXT

The Academic Lead from Sydney Nursing School advised the FMH Eduction Committee they no longer deliver these degrees and requested the Clause 4 within the course resolutions be updated.

CONSULTATION

The changes were approved by the FMH Educational Committee 6 June 2019, and FMH Faculty Board approved the changes on 20 June 2019.

IMPLEMENTATION

These changes will be implemented within the 2020 Faculty of Medicine and Health Handbook.

COMMUNICATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

ATTACHMENTS
Minor Course Amendment Proposal

Faculty: FMH - School of Medicine

Contact person: Associate Professor Annette Katelaris, Emilia Pirri-Depares

1. Name of award course

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCCLITRR</td>
<td>Graduate Certificate in Clinical Trials Research</td>
</tr>
<tr>
<td>GNCLITRR</td>
<td>Graduate Diploma in Clinical Trials Research</td>
</tr>
<tr>
<td>MACLITRR</td>
<td>Master of Clinical Trials Research</td>
</tr>
</tbody>
</table>

2. Purpose of proposal

The above degrees were delivered across the School of Medicine and the School of Nursing in previous years, therefore Clause 4 Cross-faculty management is no longer applicable, as these degrees are now delivered by the School of Medicine only. It is proposed that these changes to will be effective from 2020.

3. Details of amendment

The aforementioned degrees were delivered across the School of Medicine and the School of Nursing in previous years, therefore Clause 4 Cross-faculty management is no longer applicable, as these degrees are now delivered by the School of Medicine only.

4. Cross-faculty management

4.1 Candidates in Clinical Trials Research courses will be under the general supervision of the University of Sydney Medical School and will be governed by the resolutions of the University of Sydney Medical School Faculty of Medicine and Health.

4.2 Candidates in Clinical Trials Practice courses will be under the general supervision of the University of Sydney Nursing School and will be governed by the resolutions of the University of Sydney Medical School Faculty of Medicine and Health.

4.3 The Heads of School and Deans of the University of Sydney Medical School and the University of Sydney Nursing School shall jointly exercise authority in any matter concerned with the combined course units not otherwise dealt with in these resolutions.

4. Transitional arrangements

This change will not affect current students as the content is similar to in the original Nursing unit.

Clinical Trials Research CLTR5009 unit of study will be delivered in 2020.

5. Other relevant information

6. Signature of Dean
Graduate Certificate in Clinical Trials Research
Graduate Diploma in Clinical Trials Research
Master of Clinical Trials Research

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

Course resolutions

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</tr>
<tr>
<td>MACLITRR</td>
<td>Master of Clinical Trials Research</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for these courses is part time only.

3 Master's type
The master's degrees in these resolutions are advanced learning master's courses, as defined by the Coursework Rule.

4 Cross-faculty management

(1) Candidates in Clinical Trials Research courses will be under the general supervision of the University of Sydney Medical School and will be governed by the resolutions of the University of Sydney Medical School.

(2) Candidates in Clinical Trials Practice courses will be under the general supervision of the University of Sydney Nursing School and will be governed by the resolutions of the University of Sydney Nursing School.

(3) The Deans of the University of Sydney Medical School and the University of Sydney Nursing School shall jointly exercise authority in any matter concerned with the combined course units not otherwise dealt with in these resolutions.

5 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Clinical Trials Research
(b) the Graduate Diploma in Clinical Trials Research
(c) the Master of Clinical Trials Research

(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.

6 Admission to candidature

(1) Available places will be offered to qualified applicants according to the following admission criteria. In exceptional circumstances the dean relevant delegated authority may admit applicants without this qualification who, in the opinion of the School Faculty, have qualifications, evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Graduate Certificate in Clinical Trials Research requires:
   a bachelor's degree in a health related discipline from the University of Sydney or equivalent qualification.
   or
   a minimum 5 years professional work experience in a health-related field.

(3) Admission to the Graduate Diploma in Clinical Trials Research requires:
   a bachelor's degree in a health related discipline from the University of Sydney or equivalent qualification;
   or
   completion of the requirements of the embedded Graduate Certificate in Clinical Trials Research from the University of Sydney;
   or
   a Graduate Certificate in Clinical Trials Practice from the University of Sydney, or equivalent qualification.

(4) Admission to the Master of Clinical Trials Research requires:
   a bachelor's degree with a first or second class honours in a health related discipline from the University of Sydney or equivalent qualification;
   or
   completion of the requirements of the embedded Graduate Certificate with a credit average in at least 12 credit points of core units of study;
completion of the requirements of the embedded Graduate Diploma from the University of Sydney, or equivalent qualification; or

or a Graduate Certificate in Clinical Trials Practice with a credit average in at least 12 credit points of core units of study from the University of Sydney or 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: Clinical Trials Research

(2) To qualify for the award of the Graduate Certificate in Clinical Trials Research a candidate must successfully complete 24 credit points of core units of study.

(3) To qualify for the award of the Graduate Diploma in Clinical Trials Research, a candidate must successfully complete 36 credit points of core units of study.

(4) To qualify for the award of the Master of Clinical Trials Research, a candidate must successfully complete 48 credit points, including:

(a) 36 credit points of core units of study; and

(b) 6 credit points of elective units of study; and

(c) a 6 credit point capstone unit of study.

(5) Where appropriate, the School Faculty may require individual candidates to undertake further or remedial theoretical, study in addition to the above requirements.

8 Credit

Students in the Graduate Diploma in Clinical Trials Research and Master of Clinical Trials Research who have previously completed the Graduate Certificate in Clinical Trials Practice, may be granted up to a maximum of 6 credit points of credit toward the new award for units of study undertaken in the previous course. Credit shall otherwise be granted in accordance with the Coursework Rule.

9 Transitional provisions

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

(2) Candidates who commenced prior to 1 January 2020 and elect not to proceed under these resolutions 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 2017. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Purpose

The purpose of this proposal is to seek approval of the Graduate Studies Committee for 2020 additional changes to SDS course resolutions in alignment with FMH professionalism provisions.

RECOMMENDATION

That the Graduate Studies Committee review and approve the additional amendments to the 2020 course resolutions for the following Sydney Dental School programs:

- Doctor of Dental Medicine
- Doctor of Clinical Dentistry

EXECUTIVE SUMMARY

Course resolutions require amendment to align with 2020 combined FMH professionalism provisions.

BACKGROUND / CONTEXT

Reference to a specific professionalism assessment deleted from progression requirements for SDS courses since schools in FMH will operate under combined FMH professionalism provisions, for the Doctor of Dental Medicine and Doctor of Clinical Dentistry.

To also amend the Course Resolutions of the Doctor of Clinical Dentistry degree to provide clear information to candidates advising that where a failure is recorded for a component of a unit of study, the student will be considered to have failed the whole unit of study and therefore a grade of fail (FA) will be recorded and the whole unit will need to be repeated.

Removal of reference to Course Resolution in relation to Credit for previous study in Doctor of Dental Medicine. This is a fixed Diet course and no credit is offered apart from detailed in Clause 9 of the Course Resolutions.

CONSULTATION

Resolution changes were approved by FMH Education Committee 6 June 2019 and Faculty Board via circulation 14 June 2019.

IMPLEMENTATION

2020

COMMUNICATION
Changes to Course Resolutions and professionalism processes in FMH will be communicated via the Sydney Dental School Learning and Teaching Committee and to students during welcome week activities.

ATTACHMENTS
# Minor Course Amendment Proposal – Course Resolutions

**Faculty:** Faculty of Medicine and Health (Sydney Dental School)

**Contact person:** Delyse Leadbetter

## 1. Name of award course

<table>
<thead>
<tr>
<th>Doctor of Dental Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Clinical Dentistry</td>
</tr>
</tbody>
</table>

## 2. Purpose of proposal

To amend Course Resolutions for the below degree’s and update the following Clause’s;

- **Reassessment:** *Inserted into the Course Resolutions as this information is no longer within the FMH Faculty Resolutions.*
  - Clause 7 for the Doctor of Dental Medicine
  - Clause 7 for the Doctor of Clinical Dentistry

- **Progression Requirements (amended)**
  - Clause 8 (6) (b) for the Doctor of Dental Medicine
  - Clause 8 (3) for the Doctor of Clinical Dentistry
  - Clause 8 (5) (b) for the Doctor of Clinical Dentistry

- **Credit: (amended)**
3. **Details of amendment Course Resolutions**

### Doctor of Dental Medicine

Clause 7 inserted into Course Resolutions, this information is no longer within FMH Faculty Resolutions.

**Re-assessment**

1. Reassessment may be offered to students, consistently with the progression requirements for the award course, on the basis of a student’s academic achievement across the relevant program and the nature of the relevant assessment.
2. Where reassessment is offered, one reassessment will be offered.
3. Reassessment will not be offered for the following components:
   - (a) continuous sessional clinical or pre-clinical assessment;
   - (b) attendance requirements; or
   - (c) clinical experience.
4. Students are responsible for ensuring their availability for remediation and reassessment during the period specified by the School. No further opportunities for remediation or reassessment will be provided.
5. The grades awarded for reassessments are Pass or Fail.
6. Any student who fails a reassessment will be considered to have failed the year and will be required to repeat it.
7. The SDS Assessment Local provision contains further information about reassessment in the Sydney Dental School.

Clause 8 (6) (b) outlined below:

**Progression Requirements**

6. 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) adequate depth and breadth of clinical experience will be considered to have failed the year and will be required to repeat. No remediation or reassessment will be offered.

### Credit for previous study

Credit for previous study will not be granted in this course. However, for medical graduates from Australian and New Zealand medical schools who have graduated in the last 10 years, some aspects of the Integrated Life Sciences theme will be waived. Further details are available in the Faculty of Dentistry Admissions Policy, available in the relevant Faculty Handbook.
Doctor of Clinical Dentistry

Clause 7 inserted into Course Resolutions, this information is no longer within FMH Faculty Resolutions.

Re-assessment
(1) Reassessment may be offered to students, consistently with the progression requirements for the award course, on the basis of a student’s academic achievement across the relevant program and the nature of the relevant assessment.
(2) Where reassessment is offered, one reassessment will be offered.
(3) Reassessment will not be offered for the following components:
   (a) continuous sessional clinical or pre-clinical assessment;
   (b) attendance requirements; or
   (c) clinical experience.
(4) Students are responsible for ensuring their availability for remediation and reassessment during the period specified by the School. No further opportunities for remediation or reassessment will be provided.
(5) The grades awarded for reassessments are Pass or Fail.
(6) Any student who fails a reassessment will be considered to have failed the year and will be required to repeat it.
(7) The SDS Assessment Local provision contains further information about reassessment in the Sydney Dental School.

Progression Requirements
Clause 8 (3)

(3) Where a student fails a component of a unit of study, which results in the student being considered to have failed the whole unit of study, a grade of Fail (FA) and a mark of 45 percent will be awarded for that unit of study.

Clause 8 (5) (b) outlined below:
(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; or
   (d) adequate depth and breadth of clinical experience
will be considered to have failed the year and will be required to repeat. No remediation or reassessment will be offered.

4. Transitional arrangements

These changes will apply to candidates from 2020.

5. Other relevant information
6. Signature of Dean
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), 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>MADNTLMD-01</td>
<td>Doctor of Dental Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for these courses is full time only.

3 Qualification level
The master's degree referred to in these resolutions is a professional master's course, as defined by the Coursework Policy.

4 Admission to candidature

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

(2) Admission to the Doctor of Dental Medicine requires:

(a) completion of a bachelor degree comprising at least three full-time equivalent years of study from either:

(i) a bachelor degree (pass) accredited at Level 7 under the Australian Qualifications Framework or a bachelor degree (with honours) accredited at Level 8 under the Australian Qualifications Framework from an Australian university or self accrediting higher education institution; or

(ii) a bachelor degree from an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the degree is equivalent to an Australian bachelor degree (pass or with honours);

and

(b) completion of a human biology or cellular biology subject at University level, of a minimum of one semester’s duration;

and

(c) a demonstrated sustained academic performance to a standard considered satisfactory by the Head of School and Dean of the Sydney Dental School Faculty of Dentistry. In assessing sustained academic performance the Head of School and Dean may, at his or her discretion, consider performance in the bachelor’s degree(s) and/or performance in any graduate diploma, master or doctoral degree (or equivalent);

and

(d) performance in the Graduate Medical School Admission Test (GAMSAT) or an equivalent admissions test approved by the Head of School and Dean to a standard considered satisfactory by the Head of School and Dean;

and

(e) performance in an interview to a standard considered satisfactory by the Head of School and Dean;

and

(f) The minimum English requirement at IELTS (academic module) 7.0 overall and a minimum result of 7.0 in each band.

(3) If the bachelor’s degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must, in addition, have completed within this 10 year period, or complete prior to 1 January of the year in which the applicant intends to commence the Doctor of Dental Medicine, a postgraduate degree or postgraduate diploma (or equivalent), which will be either:

(a) a postgraduate degree or postgraduate diploma accredited at Level 8, 9 or 10 under the Australian Qualifications Framework from an Australian university or self-accrediting higher education institution; or

(b) an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree or postgraduate diploma is equivalent to an Australian postgraduate degree or postgraduate diploma accredited at Level 8, 9 or 10 under the Australian Qualifications Framework.

(4) An applicant will not be admitted to candidature for the Doctor of Dental Medicine unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the Doctor of Dental Medicine.

(5) The official results listed on an applicant’s transcript, and his or her admission test results, will be taken as the awarding and testing authorities’ assessment of the academic standards reached by the applicant, taking due account of illness and misadventure according to the authorities’ policies.

(6) A person who has commenced the Doctor of Dental Medicine in a fee-paying place at the University will not be eligible for admission or transfer to a Commonwealth supported place in the Doctor of Dental Medicine.

(7) In accordance with clause 14 of the Coursework Policy, the selection criteria and selection process for international applicants may differ from those for locals in that:

(a) the Faculty School may use a different definition, calibrated to reflect the same standards as for other applicants, of sustained academic performance in the bachelor degree (and/or the postgraduate degree or postgraduate diploma);
Doctor of Dental Medicine

(b) the School Faculty may approve one or more different admissions tests, calibrated to reflect the same standards as for other applicants, for international applicants;

c) the School Faculty may approve a different interview process for international applicants;

d) international applicants may be ranked separately to local applicants;

e) the School Faculty may set a quota for the number of places in the Doctor of Dental Medicine available to international students.

(8) In recognition of the educational disadvantage associated with rural origin, the School Faculty may establish a special admission scheme, subject to the approval of the Academic Board, for applicants who comply with the published definition of being of rural origin.

This scheme may:

(a) use a definition of sustained academic performance in the bachelor degree (and/or the postgraduate degree or postgraduate diploma) that differs from, but is calibrated to the same standards as, that applied to other local applicants;

(b) use a definition of satisfactory performance in an admissions test approved by the Sydney Dental School Faculty of Dentistry that differs from, but is calibrated to the same standards as, that applied to other local applicants;

(c) use a definition of satisfactory performance in an interview approved by the Sydney Dental School Faculty of Dentistry that differs from, but is calibrated to the same standards as, that applied to other local applicants;

(d) establish a quota for admitting applicants under the scheme;

(e) rank applicants under the scheme separately from other applicants, or give bonus points to applicants under the scheme, in order to facilitate their ranking against other applicants.

(9) In recognition of the educational disadvantage suffered by Indigenous people, the School Faculty may establish a special admission scheme, subject to the approval of the Academic Board, for Indigenous applicants.

This scheme may:

(a) use a definition of sustained academic performance in the bachelor degree (and/or the postgraduate degree or postgraduate diploma) that differs from, but is calibrated to the same standards as, that applied to other local applicants;

(b) use a definition of satisfactory performance in an admissions test approved by the Sydney Dental School Faculty of Dentistry that differs from, but is calibrated to the same standards as, that applied to other local applicants;

(c) use a definition of satisfactory performance in an interview approved by the Sydney Dental School Faculty of Dentistry that differs from, but is calibrated to the same standards as, that applied to other local applicants;

(d) establish a quota for admitting applicants under the scheme;

(e) rank applicants under the scheme separately from other applicants, or give bonus points to applicants under the scheme, in order to facilitate their ranking against other applicants.

(10) A committee consisting of the Head of School and Dean and the Associate Dean (Education), Faculty of Medicine and Health Associate Dean (Learning and Teaching) may confirm or withdraw an offer which has been made to an applicant but which is not in accordance with the admission criteria.

5 Deferral

Applications for the deferral of enrolment following an offer of a place in the Doctor of Dental Medicine will only be considered under exceptional circumstances, and require the approval of the relevant delegated authority, Faculty of Medicine and Health Associate Dean.

6 Requirements for Award

(1) To qualify for the award of the pass degree, a candidate must successfully complete a fixed curriculum of 192 credit points in the order prescribed in the Table of Units of Study; Dental Medicine as described in the Faculty of Medicine and Health Postgraduate Handbook.

(2) Students must attend clinical simulation and clinical placements to meet the requirements of the program.

7 Reassessment

(1) Reassessment may be offered to students, consistently with the progression requirements for the award course, on the basis of a student’s academic achievement across the relevant program and the nature of the relevant assessment.

(2) Where reassessment is offered, one reassessment will be offered.

(3) Reassessment will not be offered for the following components:

(a) continuous sessional clinical or pre-clinical assessment;

(b) attendance requirements; or

(c) clinical experience.

(4) Students are responsible for ensuring their availability for remediation and reassessment during the period specified by the School. No further opportunities for remediation or reassessment will be provided.

(5) The grades awarded for reassessments are Pass or Fail.

(6) Any student who fails a reassessment will be considered to have failed the year and will be required to repeat it.

(7) The SDS Assessment Local provision contains further information about reassessment in the Sydney Dental School.

8 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 requires a mark of 50 percent, unless otherwise stated in the relevant unit of study outline.

(3) Subject to these resolutions, remediation and reassessment will be offered in accordance with the Sydney Dental School Faculty of Dentistry - Assessment Provisions 2017.

(4) Where a student fails a component of a unit of study, which results in the student being considered to have failed the whole unit of study, a grade of Fail (FA) and a mark of 45 percent will be awarded for that unit of study.

(5) Any student who fails to meet the unit of study criteria or fails to obtain an overall mark of 50 percent for the unit of study will not be permitted to progress or graduate.

(6) Any student who fails to meet the requirements of:

(a) continuous sessional clinical or pre-clinical assessment; or

(b) attendance; or

(c) adequate depth and breadth of clinical experience will be considered to have failed the year and will be required to repeat. No reassessment will be offered.

(7) 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) 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.
When repeating a year or semester, no exemptions from normal course requirements will be permitted.

**Year 1**

(10) Students who fail two or more units of study (i.e. fail to meet the unit of study criteria or fail to obtain an overall mark of 50 percent for the unit of study) will be considered to have failed the year and will be required to repeat the year. No reassessment will be offered.

(11) Students may not progress to Year 2 unless they have passed each of the following practical assessments:

(a) Endodontics
(b) Periodontics
(c) Radiology; and
(d) Tooth Conservation.

(12) Students who fail all practical assessments at the first attempt will be considered to have failed the year and will be required to repeat it. No reassessment will be offered.

(13) Students who fail all components of Integrated Life Sciences (Medical Sciences, Oral Biosciences and Head and Neck Anatomy) will be considered to have failed the year and will be required to repeat it. No reassessment will be offered.

**Year 2**

(14) Students who fail two or more units of study (i.e. fail to meet the unit of study criteria or fail to obtain an overall mark of 50 percent for the unit of study) will be considered to have failed the year and required to repeat. No reassessment will be offered.

(15) Students may not progress to Semester 2 unless they have passed the Tooth Conservation and the Local Anaesthesia / Exodontia practical assessment in Semester 1.

(16) Students may not progress to Year 3 unless they have passed each of the following practical assessments:

(a) Endodontics (Semesters 1 and 2 aggregate marks); and
(b) Periodontics.

(17) Any student who fails all of the practical assessments at the first attempt will be considered to have failed the year. No remediation or reassessment will be offered.

**Year 3 and 4**

(18) A student who fails three or more units of study will be required to repeat the year. No reassessment will be offered.

(19) A student who fails the requirements of clinical work or continuous assessment will not be permitted to progress or graduate.

**9 Credit for previous study**

Credit for previous study will not be granted in this course. However, for medical graduates from Australian and New Zealand medical schools who have graduated in the last 10 years, some aspects of the Integrated Life Sciences theme will be waived. Further details are available in the Faculty of Dentistry Admissions Policy, available in the relevant Faculty Handbook.
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), 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>
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<tbody>
<tr>
<td>TCCLDORM-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>
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<tr>
<td>TCCLDPRO-01</td>
<td>Doctor of Clinical Dentistry (Prosthodontics)</td>
</tr>
<tr>
<td>TCCLDSND-01</td>
<td>Doctor of Clinical Dentistry (Special Needs Dentistry)</td>
</tr>
<tr>
<td>TCCLDORS-01</td>
<td>Doctor of Clinical Dentistry (Oral Surgery)</td>
</tr>
<tr>
<td>GNCLDCHH-01</td>
<td>Graduate Diploma in Clinical Dentistry (Child Health)</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)</td>
</tr>
<tr>
<td>GNCLDOBI-01</td>
<td>Graduate Diploma in Clinical Dentistry (Oral Biology)</td>
</tr>
<tr>
<td>GNCLDIM-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)</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)</td>
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<tr>
<td>GCCLDHOD-01</td>
<td>Graduate Certificate in Clinical Dentistry (Hospital Dentistry)</td>
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</tr>
<tr>
<td>GCCLDSUD-01</td>
<td>Graduate Certificate in Clinical Dentistry (Surgical Dentistry)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

(1) The attendance pattern for these courses is normally full time unless determined otherwise by the School 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>
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<td>Hospital Dentistry</td>
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<td>Oral Medicine</td>
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<td>Hospital Dentistry</td>
<td>Special Needs Dentistry</td>
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<td>Oral Biology</td>
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</tr>
<tr>
<td>Tooth Mechanics</td>
<td>Tooth Mechanics</td>
<td>Orthodontics</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) 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 registerable with the Dental Board of Australia and with a curriculum acceptable to the Faculty of Medicine and Health;
   (b) a pass in any written or practical entry examination and/or performance in an interview to a standard considered satisfactory by the Faculty of Medicine and Health; and
   (c) local applicants to be registered with the Dental Board of Australia for practice;
   international applicants to have limited registration for postgraduate training or supervised practice with the Dental Board of Australia.

(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:
   (a) 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 registerable with the Dental Board of Australia and with a curriculum acceptable to the Faculty of Medicine and Health;
   (b) at least two years; general dental practice experience, unless exempted by the Faculty of Medicine and Health;
   (c) a pass in any written or practical entry examination and/or performance in an interview to a standard considered satisfactory by the School or School faculty; and
   (d) local applicants to be registered with the 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.

(4) Applicants for the Graduate Diploma in 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 in Clinical Dentistry (Oral Implants) stream are required to have experience in dento-alveolar surgery.

(6) 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 Coursework Program Coordinator Associate Dean (Education) the relevant delegated authority, Faculty of Medicine and Health.

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 Postgraduate 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:
   (a) successfully complete the prescribed 144 credit points of units of study listed for the relevant stream; and
   (b) within 4 years from the commencement of candidature, submit a research treatise that meets the requirements of the Doctor of Clinical Dentistry Research Provisions.

7 Reassessment

(1) Reassessment may be offered to students, consistently with the progression requirements for the award course, on the basis of a student’s academic achievement across the relevant program and the nature of the relevant assessment.

(2) Where reassessment is offered, one reassessment will be offered.

(3) Reassessment will not be offered for the following components:
   (a) continuous sessional clinical or pre-clinical assessment;
   (b) attendance requirements; or
   (c) clinical experience.

(4) Students are responsible for ensuring their availability for remediation and reassessment during the period specified by the School. No further opportunities for remediation or reassessment will be provided.

(5) The grades awarded for reassessments are Pass or Fail.

(6) Any student who fails a reassessment will be considered to have failed the year and will be required to repeat it.

(7) The SDS Assessment Local Provision contains further information about reassessment in the Sydney Dental School.

8 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) Where a student fails a component of a unit of study, which results in the student being considered to have failed the whole unit of study, a grade of Fail (F) and a mark of 45 percent will be awarded for that unit of study.

(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.

(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; or
(d) adequate depth and breadth of clinical experience 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 award from the embedded sequence.
(7) 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) 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.

9 Cross institutional study
Cross institutional study is not available in this course.

10 International exchange
International exchange is not allowed in this course.

11 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 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 School.
(3) In determining whether or not to grant a reduction in the volume of learning and/or credit the Faculty School 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.
Minor Course Amendment Proposal

Faculty: Faculty of Health Sciences

Contact person: A/Prof Corinne Caillaud

1. Name of award course
   Master of Diagnostic Radiography
   Master of Exercise Physiology
   Master of Medical Imaging Science
   Master of Occupational Therapy
   Master of Physiotherapy
   Master of Rehabilitation Counselling
   Master of Speech Language Pathology

2. Purpose of proposal

   The purpose of this proposal is to seek amendments to postgraduate award courses, currently offered by the Faculty of Health Sciences, which will be offered by the Faculty of Medicine and Health from 2020.

   These amendments are intended to be administrative in nature, in order to maintain a consistent set of requirements for courses that will be offered by the Sydney School of Health Sciences as we transition to the new Faculty structure. Requirements that were previously governed by the Faculty Resolutions for the Faculty of Health Sciences are proposed to now be included as part of the course resolutions.

3. Details of amendment

   The specific amendments are included in the attached documents for each course.

   In summary, the amendments specify requirements for credit, clinical placement requirements, and requirements for satisfactory progress, in addition to updating references to the Faculty of Health Sciences to now specify the Faculty of Medicine and Health.

4. Transitional arrangements

   The transitional arrangements are set out in the proposed course resolutions for each course.

5. Other relevant information

   These changes have been endorsed by the Faculty of Health Sciences Education Committee (the standing committee for approval of curriculum matters)

6. Signature of Dean
Master of Diagnostic Radiography

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

Course resolutions

1 Course codes

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<th>Code</th>
<th>Course title</th>
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<td>MADIARAD-01</td>
<td>Master of Diagnostic Radiography</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Admission to candidature

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

(2) Admission to candidature for the Master of Diagnostic Radiography requires a PhD, master's or bachelor's degree from an Australian institution or equivalent.

5 Requirements for award

(1) The units of study that may be taken for this course are set out in the Table of Units of Study for Master of Diagnostic Radiography.

(2) To qualify for the award of the Master of Diagnostic Radiography a candidate must complete 96 credit points of core units of study.

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for this course, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR

Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements

The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University’s Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation

Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check

Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002)


8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course.

(i) MRSC5026 Clinical Studies Radiography 1
(ii) MRSC5027 Clinical Studies Radiography 2
(iii) MRSC5028 Clinical Studies Radiography 3
(iv) MRSC5029 Clinical Studies Radiography 4

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.
(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

9 Transitional provisions

(1) 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.

(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. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Exercise Physiology

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.

Course resolutions

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<th>Code</th>
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<tr>
<td>MAEXPHYS-01</td>
<td>Master of Exercise Physiology</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master's type

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

4 Admission to candidature

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

(2) Admission to candidature for the Master of Exercise Physiology requires the applicant to have a PhD, master's or bachelor's degree from an Australian institution or equivalent, and also to have extensive pre-existing knowledge in:

   (a) human anatomy
   (b) human or exercise physiology and
   (i) research design and statistics
   (ii) current exercise scientist accreditation (AES) with exercise and sport science australia; or
   (iii) an approved graduate entry assessment from exercise and sport science australia

(3) 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.

5 Requirements for award

(1) The units of study that may be taken for this course are set out in the Table of Units of Study for the Master of Exercise Physiology; this course are set out in Table A.

(2) To qualify for the award of the Master of Exercise Physiology a candidate must complete 96 credit points, including:

   (a) 60 credit points of core units of study
   (b) 6 credit points of capstone unit of study
   (c) 6 credit points of elective units of study

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for this course, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR

   Students must provide proof they hold an Australian current cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/cpr.html

(2) Student clearance for clinical placements

   The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University's Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation

   Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check

   Students undertaking 'child-related' placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002)

   Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy

4 July 2019 16:48:4 NOT ACADEMIC BOARD APPROVED

Candidates who fail any clinical placement unit will be identified as not meeting academic progression requirements and become subject to the Progression provisions of the Coursework Rule.

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass all clinical Placement units of study, which are critical to progression through the course.

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit of study per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may on the recommendation of the highest delegated authority be refused permission by the Faculty to undertake or continue the clinical education fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

9 International exchange

International exchange is not allowed in this course.

10 Award of the master's degree

The master's degree will be awarded in the pass grade.

11 Transitional provisions

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 1 January 2020.

(2) Candidates who commenced prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed 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.
Master of Medical Imaging 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), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

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<th>Code</th>
<th>Course and stream title</th>
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<td>GCMDIMGS-01</td>
<td>Graduate Certificate in Medical Imaging Science</td>
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<tr>
<td>GNMDIMGS-01</td>
<td>Graduate Diploma in Medical Imaging Science</td>
</tr>
<tr>
<td>MAMDIMGS-01</td>
<td>Master of Medical Imaging Science</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master's type

This master's degree is an advanced learning master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

The embedded courses in this sequence are:

1. the Graduate Certificate in Medical Imaging Science
2. the Graduate Diploma in Medical Imaging Science
3. the Master of Medical Imaging Science

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

5 Admission to candidature

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

1. Admission to candidature for the Graduate Certificate of Medical Imaging Science requires:
   a. A bachelor's degree or higher award in Medical Radiation Sciences from the University of Sydney, or qualifications deemed by the faculty to be equivalent.
   b. 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 Diploma of Medical Imaging Science requires:
   a. A bachelor's degree or higher award in Medical Radiation Sciences from the University of Sydney, or a qualification deemed by the faculty to be equivalent, or
   b. Completion of the requirements of the embedded graduate certificate in this discipline or qualifications deemed by the faculty to be equivalent.
   c. 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.

3. Admission to candidature for the Master of Medical Imaging Science requires:
   a. A master's degree in Medical Radiation Sciences or
   b. A pass bachelor's degree with a credit average, or an honours bachelor's degree from the University of Sydney, in Medical Radiation Sciences or qualifications deemed by the faculty to be equivalent; or
   c. Completion of the requirements of the embedded graduate diploma or graduate certificate in this discipline, or qualifications deemed by the faculty to be equivalent.

6 Requirements for award

1. The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Postgraduate Course Tables for Graduate Certificate / Graduate Diploma / Master of Medical Imaging Science.

2. To qualify for the award of the Graduate Certificate of Medical Imaging Science a candidate must complete 24 credit points, including:
   a. 6 credit points of core units of study;
   b. A minimum of 12 credit points of elective units of study;
   c. A maximum of 6 credit points of research elective units of study from the Medical Imaging Science Research Elective Table.

3. To qualify for the award of the Graduate Diploma of Medical Imaging Science a candidate must complete 48 credit points, including:
   a. 18 credit points of core units of study;
   b. A minimum of 12 credit points of elective units of study. With the permission of the Course Director a maximum of 6 credit points can be taken as elective units from units of study outside those listed in the Medical Imaging Science Elective Table;
   c. A maximum of 12cp of elective units of study from the Medical Imaging Science Research Elective Table.

4. To qualify for the award of the Master of Medical Imaging Science a candidate must complete 72 credit points, including:
   a. 18 credit points of core units of study;
   b. A minimum of 12 credit points of elective units of study. With the permission of the Course Director a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Medical Imaging Science Elective Table;
Master of Medical Imaging Science

(c) At least 6 credit points of capstone units of study

7 Specialisations

Completion of a specialisation is not a requirement of the course. Candidates enrolled in the Graduate Diploma or Master of Medical Imaging Science have the option of completing up to two specialisations. A specialisation requires the completion of 24 credit points chosen from units of study listed in the table for that specialisation. Units of study counted towards one specialisation may not count toward any other specialisation completed. The specialisations available are:

1. Breast Imaging
2. Computed Tomography
3. Hybrid Imaging
4. Magnetic Resonance Imaging
5. Radiographic Image Interpretation
6. Research Studies

8 Recognition of Prior Learning

1. Waivers and credit may be granted or the volume of learning may be reduced in recognition of prior learning.
2. Credit may be granted for up to 50% of course requirements for relevant incomplete postgraduate qualifications.
3. Candidates offered direct admission to the Graduate Diploma or Master of Medical Imaging Science may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:
   a. The maximum permissible reduction in the volume of learning is 24 credit points for a qualification at level 8 of the Australian Qualifications Framework in a relevant discipline as defined by the Faculty of Health Sciences, Medicine and Health.
   b. The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Health Sciences, Medicine and Health to have conferred a volume of learning equivalent to that of a Graduate Certificate in a relevant discipline.
4. The maximum combined credit and reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.

9 Credit for previous study

1. The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.
2. Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

10 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.

11 Transitional provisions

1. These resolutions apply to students who commence their candidature after 1 January 2020, and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions.
2. Candidates who commenced prior to 1 January 2020 may complete requirements in accordance with the resolutions in force at the time of their commencement.
Master of Occupational Therapy

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

Course resolutions

1 Course codes

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<td>MAOCCTHE-02</td>
<td>Master of Occupational Therapy</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 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 academic merit, according to the following admissions criteria.

2 Admission to candidature for the Master of Occupational Therapy requires a PhD, master's or bachelor's degree from an Australian institution or equivalent. Applicants without a degree in a health related area such as medicine, nursing, allied health or health sciences or human functioning (education, anthropology, anthropometrics, built environment) must complete prescribed units of study in anatomy and/or psychology as electives.

5 Requirements for award

1 The units of study that may be taken for this course are set out in the Table of Units of Study for the Master of Occupational Therapy.

2 To qualify for the award of the Master of Occupational Therapy a candidate must complete 96 credit points of units of study, including:
   (a) 90 credit points of core units; and
   (b) 6 credit points of elective units, chosen either from the list of elective units in the Table or, with the approval of the relevant delegated authority, from any postgraduate units offered by the Faculty of Medicine and Health Science or by any other faculty in the University.

6 Credit for previous study

1 The Coursework Policy specifies the general conditions for the granting of credit of previous study for this course, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

2 Credit will not be granted for any units of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

1 Certificate of competency in CPRStudents must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information: https://sydney.edu.au/students/clinical-placements-checks/first-aid.html

2 Student clearance for clinical placementsThe NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University's Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

3 ImmunisationStudents must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University's Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

4 Working with Children checkStudents undertaking 'child-related' placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html


8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:

   (i) OCCC5237 Introduction to OT Theory and Practice
   (ii) OCCC5238 Developing OT Prof Skills in Practice
   (iii) OCCC5339 Community Based OT Fieldwork
   (iv) OCCC5240 Implementing Skills in OT Prof Practice
   (v) OCCC5242 Reflexivity an OT Professional Practice
Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

9 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016, or later date as the faculty may, in special circumstances, approve.
Master of Physiotherapy

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

Course resolutions

1 Course codes

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<th>Code</th>
<th>Course title</th>
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<tr>
<td>MAPHYSIO-01</td>
<td>Master of Physiotherapy</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

This master's degree 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 academic merit, according to the following admissions criteria.

(2) Admission to candidature for the Master of Physiotherapy requires the applicant to have a PhD, master's or bachelor's degree from an Australian institution or equivalent and to have extensive pre-existing knowledge in the following five areas:

(a) human anatomy
(b) human physiology
(c) exercise physiology
(d) neuroscience
(e) psychology

and it is desirable but not essential to have pre-existing knowledge of

(f) motor performance and learning

5 Suspension, discontinuation and lapse of candidature

(1) The Coursework Policy specifies the conditions for suspending or discontinuing candidature and return to candidature after these events.

(2) Students enrolled in the Master of Physiotherapy are not permitted to suspend their candidature in the first semester of their enrolment.

6 Requirements for award

(1) The units of study that may be taken for this course are set out in the Table of Units of Study for the Master of Physiotherapy.

(2) To qualify for the award of the Master of Physiotherapy a candidate must complete 96 credit points of units of study, including:

(a) 90 credit points of core units; and

(b) 6 credit points of elective units, chosen either from the list of elective units in the Table, or with the approval of the Dean, from any postgraduate units offered by the Faculty of Health Sciences or by any other faculty in the University.

7 Transitional provisions

8 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

9 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR: Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements: The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University’s Placements web site for further information; https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation: Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check: Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html


4 July 2019 16:52:33 NOT ACADEMIC BOARD APPROVED
9 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:

(i) PHTY5180 Professional Practicum 1
(ii) PHTY5181 Physiotherapy Practicum 2
(iii) PHTY5182 Physiotherapy Practicum 3
(iv) PHTY5189 Physiotherapy Practicum 4

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 9 (1) or twice failed the same unit of study identified in Clause 9 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

10 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2021. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Master of Rehabilitation Counselling

Graduate Diploma in Rehabilitation Counselling

Master of Rehabilitation Counselling

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

Course resolutions

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<th>Code</th>
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<td>GNREHCOU-02</td>
<td>Graduate Diploma in Rehabilitation Counselling</td>
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<tr>
<td>MAREHCOU-03</td>
<td>Master of Rehabilitation Counselling</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 courses, as defined by the Coursework Rule.

4 Embedded courses in this sequence

(a) the Graduate Diploma in Rehabilitation Counselling
(b) the Master of Rehabilitation Counselling

5 Admission to candidature

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

6 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Table of Units of Study for the Graduate Diploma / Master of Rehabilitation Counselling.

(2) To qualify for the award of the Graduate Diploma in Rehabilitation Counselling a candidate must complete 48 credit points of core units of study.

(3) To qualify for the award of the Master of Rehabilitation Counselling a candidate must complete 96 credit points of units of study comprising:

(a) 84 credit points of core units; and
(b) 12 credit points of elective units, chosen from the Table.

7 Course transfer

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

8 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

9 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR: Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information: sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements: The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University's Placements web site for further information:sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation: Students must have evidence of vaccinations and immunisation against infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University's Placements web site for further information: sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check: Students undertaking child-related placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002): Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy
Master of Rehabilitation Counselling

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 set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:

(i) REHB5925 Fieldwork Practicum
(ii) REHB5082 Professional Practice 1
(iii) REHB5083 Professional Practice 2

Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

Students who have failed two units of study specified in Clause 10 (1) or twice failed the same unit of study identified in Clause 10 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

Students who fail a core unit of study must repeat the failed unit at the first opportunity.

Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January 2020 who elect to proceed under these resolutions.

Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Master of Speech Language Pathology

Graduate Diploma in Communication Disorders

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

Course resolutions

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<th>Code</th>
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<td>MASPLAPA-01</td>
<td>Master of Speech Language Pathology</td>
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<tr>
<td>GNCOMMDI-01</td>
<td>Graduate Diploma in Communication Disorders</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. Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy 2014.

4. Admission to candidature

(1) Available places in the Master of Speech Language Pathology will be offered to qualified applicants based on academic merit. Admission to the Graduate Diploma in Communications Disorders is only by transfer from the Master of Speech Language Pathology.

(2) Admission to candidature for the Master of Speech Language Pathology requires:

(a) A minimum of a bachelor’s degree from an Australian institution or equivalent; and

(b) Assumed knowledge in the following areas as specified in the applicable Table of Units of Study:

(i) Phonetics

(ii) Linguistics

(iii) Anatomy of the Speech System

(iv) Neurology of the Speech System.

5. Requirements for award

(1) The units of study that may be taken for this course are set out in the Faculty of Health Sciences Table of units of study for the Master of Speech Language Pathology.

(2) To qualify for the award of the Master of Speech Language Pathology a candidate must complete 96 credit points of core units of study.

(3) To qualify for the award of the Graduate Diploma in Communication Disorders a candidate must complete 48 credit points of core units of study prescribed for the Master of Speech Language Pathology.

6. Course transfer

A candidate for the master's degree may elect to discontinue study and graduate with the graduate diploma, with the approval of the Dean, and provided the requirements of the graduate diploma have been met.

7. Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for this course, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

8. Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University's web site for further information: https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University’s Placements web site for further information: https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation Students must have evidence of vaccinations and immunisations against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s web site for further information: https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check: Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html


4 July 2019 17:09:8 NOT ACADEMIC BOARD APPROVED
9 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical education fieldwork/professional experience units of study which are critical to progression through the course:

(i) CSCD5063 Clinical Practice 1
(ii) CSCD5067 Clinical Practice 2
(iii) CSCD5070 Clinical Practice 3
(iv) CSCD5072 Clinical Practice 4 - Adult
(v) CSCD5073 Clinical Practice 4 - Child

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 9 (1) or twice failed the same unit of study identified in Clause 9 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in their normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

10 Transitional provisions

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

(2) Candidates who commenced prior to 1 January, 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2026. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidates that extend beyond this time.
RECOMMENDATION

That the Education Committee reviews and approves the following two new Generic Research units of study for the newly approved SSPH combined Master of Global Health / Master of Philosophy and Master of Public Health / Master of Philosophy degrees.

EXECUTIVE SUMMARY

The four proposed new Generic research units are required and suggested by the University Academic Model team in order to set up the system for the three newly approved School of Public Health combined degrees:

1. Master of Global Health/Master of Philosophy.

The Academic Model team confirmed that the degree will be a course of 96 credit points and requires generic research units of 24 credit points instead of reference to research periods. Students will enroll in two 12 credit point generic research units in order to complete the research component.

The proposed changes are operational in nature, and do not amend the education/volume of learning/learning outcomes components of the approved proposals in any way. The changes would enable enrolment management within Sydney Student, and reflect the data model and course build used for previous combined coursework/research Master-level courses in the Faculty of Medicine and Health.

It is proposed that these changes will be effective from 1 January 2020.

BACKGROUND / CONTEXT

The combined degrees were approved by Academic Board in March 2019.
CONSULTATION

The changes were approved by the School of Public Health Education Committee. Communication with the Academic Model Team is attached (email dated 30 April 2019).

IMPLEMENTATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

COMMUNICATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

ATTACHMENTS

Attachment (A) outlines the changes in the Unit of Study Table for the MGH/MPhil and MPH/MPhil combined degrees. Attachment (B) email from the Academic Model Team, 30 April 2019.
Minor Course Amendment Proposal

Faculty: Medicine and Health (FMH)
Contact person: Ying Zhang, Academic Lead (Assessment and Curriculum), School of Public Health

1. Name of award course
   Master of Global Health / Master of Philosophy

2. Purpose of proposal
   To seek approval for the following two new general Research units of study within the Master of Global Health/ Master of Philosophy as core research units:
   1. SSPH5001: Research Project A (combined degree)
   2. SSPH5002: Research Project B (combined degree)

3. Details of amendment
   The two proposed new Generic research units are required and suggested by the University Academic Model team in order to set up the system for the following newly approved School of Public Health combined degree:
   1. Master of Global Health / Master of Philosophy.

   The Academic Model team confirmed that the degree will be a course of 96 credit points and requires generic research units of 24 credit points instead of reference to research periods. Students will enrol in two 12 credit point generic research units in order to complete the research component.

   The proposed changes are operational in nature, and do not amend the education/volume of learning/learning outcomes components of the approved proposals in any way. The changes would enable enrolment management within Sydney Student, and reflect the data model and course build used for previous combined coursework/research Master-level courses in the Faculty of Medicine and Health.

   It is proposed that these changes will be effective from 2020.

4. Transitional arrangements
   N/A.

5. Other relevant information
   N/A.

6. Signature of Executive Dean

   Professor Robyn Ward
   Executive Dean
   Faculty of Medicine and Health

Minor Course Amendment Proposal
Version 01.10.2014
## Attachment A: Amendment to the Unit of Study Table for the MGH/MPhil combined degree

<table>
<thead>
<tr>
<th>UoS collection name</th>
<th>UoS code</th>
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<th>Core = CO Elective = EL Barrier = BA Capstone = CP</th>
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<th>Delivery mode</th>
<th>Course year first offered</th>
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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 session
Minor Course Amendment Proposal

Faculty: Medicine and Health (FMH)
Contact person: Ying Zhang, Academic Lead (Assessment and Curriculum), School of Public Health

1. Name of award course
   Master of Public Health/Master of Philosophy

2. Purpose of proposal
   To seek approval for the following two new general Research units of study within the Master of Public Health/Master of Philosophy as core research units:
   1. SSYPH5001: Research Project A (combined degree)
   2. SSYPH5002: Research Project B (combined degree)

3. Details of amendment
   The two proposed new Generic research units are required and suggested by the University Academic Model team in order to set up the system for the following newly approved School of Public Health combined degree:
   1. Master of Public Health/Master of Philosophy.

   The Academic Model team confirmed that the degree will be a course of 96 credit points and requires generic research units of 24 credit points instead of reference to research periods. Students will enrol in two 12 credit point generic research units in order to complete the research component.

   The proposed changes are operational in nature, and do not amend the education/volume of learning/learning outcomes components of the approved proposals in any way. The changes would enable enrolment management within Sydney Student, and reflect the data model and course build used for previous combined coursework/research Master-level courses in the Faculty of Medicine and Health.

   It is proposed that these changes will be effective from 2020.

4. Transitional arrangements
   N/A.

5. Other relevant information
   N/A.

6. Signature of Executive Dean

   Professor Robyn Ward
   Executive Dean
   Faculty of Medicine and Health
## Attachment A: Amendment to the Unit of Study Table for the MPH/MPhil combined degree

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<thead>
<tr>
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<th>UoS code 3</th>
<th>UoS name</th>
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<th>Delivery mode</th>
<th>Course year first offered 4</th>
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<td>ABCD1234</td>
<td>The Sociology of Consumption</td>
<td>CO 90301 Junior</td>
<td>S1C and S2CIAU</td>
<td>ND</td>
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<td>Sociology and Social Policy</td>
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### Core

- **PUBH5036** Public Health: Critical Challenges  
  - UoS code: 061399  
  - Delivery mode: Block and online  
  - Year offered: 2019  
  - Campus: CC  
  - Credit points: 6  
  - Teaching department: School of Public Health

- **PUBH5033** Disease Prevention and Health Promotion  
  - UoS code: YES  
  - Delivery mode: ND and online  
  - Year offered: 2010  
  - Campus: CC  
  - Credit points: 6  
  - Teaching department: School of Public Health

- **PUBH5010** Epidemiology Methods and Uses  
  - UoS code: YES  
  - Delivery mode: ND and online  
  - Year offered: 2006  
  - Campus: CC  
  - Credit points: 6  
  - Teaching department: School of Public Health

- **PUBH5018** Introductory Biostatistics  
  - UoS code: YES  
  - Delivery mode: ND and online  
  - Year offered: 2006  
  - Campus: CC  
  - Credit points: 6  
  - Teaching department: School of Public Health

- **HPOL5000** Health Policy and Health Economics  
  - Year offered: 2019  
  - Campus: CC  
  - Credit points: 6  
  - Teaching department: School of Public Health

- **PUBH5505** Qualitative Research and Health  
  - UoS code: YES  
  - Delivery mode: Block and online  
  - Year offered: 2019  
  - Campus: CC  
  - Credit points: 6  
  - Teaching department: School of Public Health

- **PUBH5134** Capstone in Public Health  
  - UoS code: YES  
  - Delivery mode: Block and online  
  - Year offered: 2019  
  - Campus: CC  
  - Credit points: 6  
  - Teaching department: School of Public Health

### Research units

- **SSPH5001** Research Project A (Combined degrees)  
  - UoS code: 061300  
  - Delivery mode: S1C and S2C  
  - Year offered: 2020  
  - Campus: CC  
  - Credit points: 12  
  - Teaching department: School of Public Health

- **SSPH5002** Research Project B (Combined degrees)  
  - UoS code: 061300  
  - Delivery mode: S1C and S2C  
  - Year offered: 2020  
  - Campus: CC  
  - Credit points: 12  
  - Teaching department: School of Public Health

### Specialisation Electives

- **PUBH5019** Cancer Prevention and Control  
  - UoS code: YES  
  - Delivery mode: Online  
  - Year offered: 2015  
  - Campus: CC  
  - Credit points: 6  
  - Teaching department: School of Public Health

- **PUBH5020** Chronic Disease Prevention and Control  
  - UoS code: YES  
  - Delivery mode: ND and online  
  - Year offered: 2015  
  - Campus: CC  
  - Credit points: 6  
  - Teaching department: School of Public Health

- **PUBH5227** PH Program Evaluation  
  - UoS code: YES  
  - Delivery mode: Block  
  - Year offered: 2019  
  - Campus: CC  
  - Credit points: 6  
  - Teaching department: School of Public Health

- **PUBH5039** Public Health Nutrition Essentials  
  - Year offered: 2016  
  - Campus: CC  
  - Credit points: 6  
  - Teaching department: School of Public Health

- **PUBH5145** Alcohol, Drug Use and Health  
  - UoS code: YES  
  - Delivery mode: ND and online  
  - Year offered: 2010  
  - Campus: CC  
  - Credit points: 6  
  - Teaching department: School of Public Health

- **PUBH5126** Genetics and Public Health  
  - Year offered: 2008  
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  - Credit points: 6  
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**Health Promotion and Advocacy List A**

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**Other electives**

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**MPH/MPhil**
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The four proposed new Generic research units are required and suggested by the University Academic Model team in order to set up the system for the three newly approved School of Public Health combined degree:

1. Master of Health Policy/Master of Philosophy.

The Academic Model team confirmed that the degree will be a course of 96 credit points and requires generic research units of 48 credit points instead of reference to research periods. Students will enroll in four 12 credit point generic research units in order to complete the research component.

The proposed changes are operational in nature, and do not amend the education/volume of learning/learning outcomes components of the approved proposals in any way. The changes would enable enrolment management within Sydney Student, and reflect the data model and course build used for previous combined coursework/research Master-level courses in the Faculty of Medicine and Health.

It is proposed that these changes will be effective from 2020.
CONSULTATION

The changes were approved by the School of Public Health Education Committee.
Communication with the Academic Model Team is attached (email dated 30 April 2019).

IMPLEMENTATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

COMMUNICATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

ATTACHMENTS

Attachment (A) outlines the changes in the Unit of Study Table for the MHP/MPhil combined degree.
Attachment (B) email from the Academic Model Team, 30 April 2019.
The purpose of this proposal is to seek approval of the FMH Education Committee to approve the new units of studies for the newly approved combined degree.

**RECOMMENDATION**

That the Education Committee reviews and approves the following four new Generic Research units of study for the newly approved SSPH combined Master of Health Policy/MPhil degree.

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**EXECUTIVE SUMMARY**

The four proposed new Generic research units are required and suggested by the University Academic Model team in order to set up the system for the three newly approved School of Public Health combined degree:

1. Master of Health Policy/Master of Philosophy.

The Academic Model team confirmed that the degree will be a course of 96 credit points and requires generic research units of 48 credit points instead of reference to research periods. Students will enroll in four 12 credit point generic research units in order to complete the research component.

The proposed changes are operational in nature, and do not amend the education/volume of learning/learning outcomes components of the approved proposals in any way. The changes would enable enrolment management within Sydney Student, and reflect the data model and course build used for previous combined coursework/research Master-level courses in the Faculty of Medicine and Health.

It is proposed that these changes will be effective from 2020.
BACKGROUND / CONTEXT

The combined degrees were approved by Academic Board in March 2019.

CONSULTATION

The changes were approved by the School of Public Health Education Committee. Communication with the Academic Model Team is attached (email dated 30 April 2019).

IMPLEMENTATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

COMMUNICATION

These changes will be updated within the 2020 Faculty of Medicine and Health Handbook.

ATTACHMENTS

Attachment (A) outlines the changes in the Unit of Study Table for the MHP/MPhil combined degree. Attachment (B) email from the Academic Model Team, 30 April 2019.
Minor Course Amendment Proposal

Faculty: Medicine and Health (FMH)
Contact person: Ying Zhang, Academic Lead (Assessment and Curriculum), School of Public Health

1. **Name of award course**
   
   Master of Health Policy/Master of Philosophy

2. **Purpose of proposal**

   To seek approval for the following four new general Research units of study within the Master of Health Policy/Master of Philosophy as core research units:

   1. SSPH5001: Research Project A (combined degree)
   2. SSPH5002: Research Project B (combined degree)
   3. SSPH5003: Research Project C (combined degree)
   4. SSPH5004: Research Project D (combined degree)

3. **Details of amendment**

   The four proposed new Generic research units are required and suggested by the University Academic Model team in order to set up the system for the following newly approved School of Public Health combined degree:

   1. Master of Health Policy/Master of Philosophy.

   The Academic Model team confirmed that the degree will be a course of 96 credit points and requires generic research units of 48 credit points instead of reference to research periods. Students will enrol in four 12 credit point generic research units in order to complete the research component.

   The proposed changes are operational in nature, and do not amend the education/volume of learning/learning outcomes components of the approved proposals in any way. The changes would enable enrolment management within Sydney Student, and reflect the data model and course build used for previous combined coursework/research Master-level courses in the Faculty of Medicine and Health.

   It is proposed that these changes will be effective from 2020.

4. **Transitional arrangements**

   N/A.

5. **Other relevant information**

   N/A.

6. **Signature of Executive Dean**

   Professor Robyn Ward
   Executive Dean
   Faculty of Medicine and Health
## Attachment A: Amendment to the Unit of Study Table for the MHP/MPhil combined degree

<table>
<thead>
<tr>
<th>UoS collection name</th>
<th>UoS code</th>
<th>UoS name</th>
<th>Core =</th>
<th>Elective =</th>
<th>Barrier =</th>
<th>Capstone =</th>
<th>Session(s)</th>
<th>Deliver y mode</th>
<th>Course year first offered</th>
<th>Campu s</th>
<th>Credi t points</th>
<th>Teaching department</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Year One Cores</td>
<td>ABCD1234</td>
<td>The Sociology of Consumption</td>
<td>CO</td>
<td>909301 Junior</td>
<td>S1C and S2CIAU</td>
<td>ND</td>
<td>2016</td>
<td>CC</td>
<td>6</td>
<td>Sociology and Social Policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Core units
- **HPOL5000** Introduction to Health Policy
  - CO: YES
  - S1C: ND and OL
  - Pre-2015
  - CC: 6
  - Public Health

- **HPOL5001** Economics and Finance for Health Policy
  - CO: YES
  - S1C: ND and OL
  - Pre-2015
  - CC: 6
  - Public Health

- **HPOL5003** Analysing Health Policy
  - CO: YES
  - S2C: ND and OL
  - Pre-2015
  - CC: 6
  - Public Health

- **HPOL5007** Global Health Policy
  - CO: YES
  - S2C: ND and OL
  - Pre-2015
  - CC: 6
  - Public Health

- **HPOL5008** Evidence into Policy and Practice
  - CO: YES
  - S1C: ND
  - Pre-2015
  - CC: 6
  - Public Health

### Research Units
- **SSPH5001** Research Project A (Combined degree)
  - CO: 061300 Postgraduate
  - S1C and S2C
  - SU
  - 2020
  - CC: 12
  - Public Health

- **SSPH5002** Research Project B (Combined degree)
  - CO: 061300 Postgraduate
  - S1C and S2C
  - SU
  - 2020
  - CC: 12
  - Public Health

- **SSPH5003** Research Project C (Combined degree)
  - CO: 061300 Postgraduate
  - S1C and S2C
  - SU
  - 2020
  - CC: 12
  - Public Health

- **SSPH5004** Research Project D (Combined degree)
  - CO: 061300 Postgraduate
  - S1C and S2C
  - SU
  - 2020
  - CC: 12
  - Public Health

### Electives
- **BETH5104** Bioethics, Law and Society
  - EL: YES
  - S1C: ND and OL
  - Pre-2015
  - CC: 6
  - Public Health

- **BETH5203** Ethics and Public Health
  - EL: YES
  - S2C: ND and OL
  - Pre-2015
  - CC: 6
  - Public Health

- **BETH5206** Introduction to Public Health Ethics
  - EL: YES
  - S2A: ND and OL
  - Pre-2015
  - CC: 2
  - Public Health

- **CISS6004** Health and Security
  - EL: YES
  - S1C: ND
  - Pre-2015
  - CC: 6
  - Social and Political Sciences

- **MEDF5005** Health Research Methods and Ethics
  - EL: YES
  - S1C: ND and OL
  - Pre-2015
  - CC: 6
  - Public Health

- **MIPH5135** Health Systems in Developing Countries
  - EL: YES
  - S2C: ND and OL
  - Pre-2015
  - CC: 4
  - Public Health

- **PUBH5024** Obesity and Health Promotion
  - EL: YES
  - Int Aug
  - ND and OL
  - Pre-2015
  - CC: 2
  - Public Health

- **PUBH5025** Physical Activity and Public Health
  - EL: YES
  - Int Aug
  - ND and OL
  - Pre-2015
  - CC: 2
  - Public Health
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>EL</th>
<th>YES</th>
<th>Int Sep/Int Oct</th>
<th>ND and OL</th>
<th>Pre-2015</th>
<th>CC</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH530 2</td>
<td>Health Economic Evaluation</td>
<td>EL</td>
<td>YES</td>
<td>Int Sep</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>2</td>
</tr>
<tr>
<td>PUBH530 7</td>
<td>Advanced Health Economic Evaluation</td>
<td>EL</td>
<td>YES</td>
<td>Int Oct</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>2</td>
</tr>
<tr>
<td>PUBH530 8</td>
<td>Health Workforce Policy Analysis</td>
<td>EL</td>
<td>YES</td>
<td>Int Oct</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>2</td>
</tr>
<tr>
<td>PUBH530 9</td>
<td>Translational Health</td>
<td>EL</td>
<td>YES</td>
<td>S2A and S2B</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>2</td>
</tr>
<tr>
<td>PUBH541 8</td>
<td>Tobacco Control in the 21st Century</td>
<td>EL</td>
<td>YES</td>
<td>Int Aug</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>6</td>
</tr>
<tr>
<td>PUBH542 0</td>
<td>Public Health Advocacy Strategies</td>
<td>EL</td>
<td>YES</td>
<td>S2B</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>4</td>
</tr>
<tr>
<td>PUBH542 2</td>
<td>Health and Risk Communication</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>6</td>
</tr>
<tr>
<td>PUBH550 0</td>
<td>Advanced Qualitative Health Research</td>
<td>EL</td>
<td>YES</td>
<td>S1C and S2C</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>6</td>
</tr>
<tr>
<td>PUBH555 0</td>
<td>Climate Change and Public Health</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>4</td>
</tr>
<tr>
<td>QUAL500 2</td>
<td>Qualitative Methodologies and Study Design</td>
<td>EL</td>
<td>YES</td>
<td>Int May and S1C</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>6</td>
</tr>
<tr>
<td>QUAL500 3</td>
<td>Qualitative Research Analysis and Writing</td>
<td>EL</td>
<td>YES</td>
<td>S2C</td>
<td>ND and OL</td>
<td>Pre-2015</td>
<td>CC</td>
<td>6</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.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Professor Ross Coleman, Director – Graduate Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pip Pattison, DVC Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Linking degree codes to Table R</td>
</tr>
<tr>
<td>Purpose</td>
<td>This paper authorises the Director, Student Operations to create new degree codes linking degrees to the suite of coursework offerings that will support research student candidatures. When created, the new degree codes will replace existing degree codes for research degree courses in different faculties.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee:
(1) endorse the creation of new HDR degree codes for all faculties and University schools, ensuring that these degree codes are linked to Table R;
(2) once the new degree codes have been created, permit the Director, Student Operations, to close existing degree codes for applications for admission to research degrees from 2021; and
(3) note that the Director, Graduate Research, will lead a communications campaign to ensure current and prospective applicants are fully informed of the coursework programme.

EXECUTIVE SUMMARY

In 2018, the Academic Board and the University Executive endorsed the creation of a coursework programme for HDR students to assist in research progression and to enable students to meet the graduate qualities. The mechanics of the coursework programme are via a single table of units (R) referred to as a diet. The diet must be linked to a degree code in a system configuration to allow students to select units relevant to their candidature or specified by their faculty of enrolment.

The original schedule agreed by the Board and University Executive was that commencing PhD students would be required to take coursework from Table R in 2020 and that commencing students in other research degrees would be required to complete coursework units from 2021. Operational constraints meant that this ambitious timetable was not feasible. The agreed schedule is now that commencing students in all research degrees would need to take coursework units from Table R in 2021 and onwards.

The new degree codes are created, then the existing degree codes (shown below in Table 1), will need to be closed to new applicants for 2021 admission and students will be admitted to the new degree codes. Students should not see a choice, the decision of entry year will decide which degree codes they are enrolled in. There is a separate stream of work led by the Director, Graduate Research to ensure effective communication of these changes and their underlying rationale.

It is important to note that with no new CRICOS codes are needed as a result of this change, the changes are not new courses, but changes to progression requirements. FASS and FMH have each modified the details of the PhD degree pathways for these faculties and so CRICOS codes have been modified.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degree title (Faculty of enrolment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>Doctor of Philosophy (Arts &amp; Social Sciences)</td>
</tr>
<tr>
<td>Business</td>
<td>Doctor of Philosophy (Business)</td>
</tr>
<tr>
<td>Engineering &amp; IT</td>
<td>Doctor of Philosophy (Engineering &amp; IT)</td>
</tr>
</tbody>
</table>

Table 1: PhD degree pathways needing new codes linking the degree programme to the coursework units of study available for HDR students. It is important to note that these degree pathways are not separate degrees but means of linking students enrolled in the PhD with the Faculty of enrolment.
Non-Confidential

Medicine & Health  Doctor of Philosophy (Medicine & Health)
Science  Doctor of Philosophy (Science)
US Architecture, Design & Planning  Doctor of Philosophy (Architecture)
US Conservatorium of Music  Doctor of Philosophy (Conservatorium)
US Law  Doctor of Philosophy (Law)

Non-faculty

Board of Interdisciplinary Studies  Doctor of Philosophy (Interdisciplinary Studies)

Table 2: Doctoral research degrees other than the PhD needing new codes linking the degree programme to the coursework units of study available for HDR students.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degree title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>Doctor of Arts</td>
</tr>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>Doctor of Social Sciences</td>
</tr>
<tr>
<td>US Conservatorium of Music</td>
<td>Doctor of Musical Arts</td>
</tr>
</tbody>
</table>

Table 3: Titles of Master by research degrees needing new codes linking the degree programme to the coursework units of study available for HDR students.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Degree title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>Master of Arts (Research)</td>
</tr>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>Master of Education (Research)</td>
</tr>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>Master of Fine Arts</td>
</tr>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>Master of Philosophy (Arts and Social Sciences)</td>
</tr>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>Master of Philosophy in Education</td>
</tr>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>Master of Arts (Research)</td>
</tr>
<tr>
<td>Business</td>
<td>Master of Philosophy (Business School)</td>
</tr>
<tr>
<td>Engineering</td>
<td>Master of Philosophy (Engineering &amp; Information Technologies)</td>
</tr>
<tr>
<td>Health Sciences (FMH)</td>
<td>Master of Applied Science (Health Sciences)</td>
</tr>
<tr>
<td>Medicine &amp; Health</td>
<td>Master of Philosophy (Dentistry)</td>
</tr>
<tr>
<td>Medicine &amp; Health</td>
<td>Master of Philosophy (Nursing)</td>
</tr>
<tr>
<td>Medicine &amp; Health</td>
<td>Master of Philosophy Pharmacy</td>
</tr>
<tr>
<td>Medicine &amp; Health</td>
<td>Master of Philosophy (Medicine)</td>
</tr>
<tr>
<td>Science</td>
<td>Master of Philosophy (Science)</td>
</tr>
<tr>
<td>US Architecture, Design &amp; Planning</td>
<td>Master of Philosophy (Architecture)</td>
</tr>
<tr>
<td>US Conservatorium of Music</td>
<td>Master of Music (Composition)</td>
</tr>
<tr>
<td>US Conservatorium of Music</td>
<td>Master of Music (Music Education)</td>
</tr>
<tr>
<td>US Conservatorium of Music</td>
<td>Master of Music (Musicology)</td>
</tr>
<tr>
<td>US Conservatorium of Music</td>
<td>Master of Music (Performance)</td>
</tr>
<tr>
<td>US Law</td>
<td>Master of Laws (Research)</td>
</tr>
<tr>
<td>US Law</td>
<td>Master of Criminology (Research)</td>
</tr>
</tbody>
</table>
Author: Hugh O’Dwyer, Manager, Policy and Projects
Reviewer/Approver: Professor Ross Coleman, Director - Graduate Research

Paper title: Units for inclusion in Table R (coursework units for HDR students)
Purpose: To provide guidelines for approving HDR coursework units for Table R, and the list of units recommended for inclusion.

RECOMMENDATION

That the Graduate Studies Committee:
(1) approve the guidelines for approving HDR coursework units of study for Table R, as presented; and
(2) approve the units of study recommended for inclusion, as presented, with effect from 1 January 2021.

EXECUTIVE SUMMARY

From 2021, Higher Degree by Research (HDR) students will be required to complete coursework units as part of their candidature. These units will be located in a new research education unit of study table, open to and shared by all HDR candidates, termed ‘Table R’. Doctoral students will be required to take 12 credit points of study within two years and master’s by research six credit points of study in their first year of study. The Graduate Studies Committee has responsibility for approving all units of study proposed for inclusion in the shared table. To assist this process, guidelines for approving units for Table R have been developed and are included in attachment 1.

Three types of units are proposed for inclusion in Table R: new 5000-level Open Learning Environment (OLE) units (two credit points only), existing Higher Degree by Research (HDR) coursework units open to all PhD candidates, and existing units where enrolment may be restricted. Students will be permitted to fulfil the coursework requirement with any combination of units from Table R. Subject to approval by the Graduate Studies Committee, the units proposed for inclusion in the shared research table are included in attachment 2.

BACKGROUND

In October 2017, the University Executive approved a proposal to develop a University-wide HDR coursework curriculum to provide opportunities for HDR students to develop the graduate qualities. Under the coursework requirement, doctoral students commencing their studies in 2021 will be required to complete a minimum of 12 credit points of coursework, and each Masters by research student a minimum of 6 credit points. To complete the HDR coursework requirement, students will be able to select any combination of units from Table R.

Under the new coursework requirement, candidates admitted to degrees governed by Parts 2, 3 or 4 of the University of Sydney (Higher Degrees by Research) Rule 2011 (the HDR Rule) will be required to complete a minimum number of credit points of coursework. The HDR coursework requirement will not apply to higher doctorates governed by Part 5 of the HDR Rule.

Table R will contain three types of units:
1. OLE units developed specifically for the HDR coursework curriculum, which will be two credit points in size to maximise the opportunity for students to take a variety of units;
2. existing coursework units (5000 level or above) approved for HDR students; and
3. faculty-restricted coursework units that use departmental permission to restrict enrolments to students enrolled with that faculty. Typically, this will occur where class size must be limited because the cost of teaching is high or the units are narrowly specialised in focus.
Non-Confidential

Full-time PhD students will be required to complete the HDR coursework requirement within eight research periods of commencement. It is intended that students take coursework early in their candidature to ensure they maximise the benefits to their research and their research capabilities. Students and supervisors will identify the skills and capabilities that the students need to develop through the individual progress plans required by the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

OPTIONS

The Graduate Studies Committee has responsibility for approving units for inclusion in Table R. Guidelines to assist with the annual approval process of adding units to Table R (attachment 1) include the following provisions:

- no new six credit point units may be included unless a research gap in provision can be identified that cannot be met with two credit point OLE units;
- shell units cannot be included, unless they are for engagement, mobility, or 5000-level language units and agreed by the Graduate Studies Committee;
- units must contain formal assessment and delineated learning outcomes;
- all new units must be approved by the relevant faculty or University school board prior to submission to the Graduate Studies Committee; and
- all new OLE units must be approved by the Board of Interdisciplinary Studies prior to submission to the Graduate Studies Committee.

The units proposed for inclusion in Table R are included in the agenda pack for the Graduate Studies Committee meeting of 18 June 2019, available from http://sydney.edu.au/secretariat/pdfs/academic-board-committees/graduate-studies/2019/20190618-GSC-Agenda-Pack.pdf

ATTACHMENTS

Attachment 1: Graduate Studies Committee - Table R Guidelines
TABLE R GUIDELINES

Issued by: Chair, Graduate Studies Committee

Guidelines for approving Table R units of study

1. Units of study proposed for inclusion in Table R must:
   a. contain distinctive, identified learning outcomes;
   b. contain formal assessment and delineated learning outcomes to meet the University’s requirements for a unit of study at AQF level 9 or above;
   c. draw on the best available expertise in the University; and
   d. assist in advancing the candidate’s research.

2. From 2021, no new six credit point units may be included unless a research gap in provision can be identified that cannot be met with two credit point units.

3. All new units of study offered by a faculty must be approved by the relevant faculty or university school board.

4. All Open Learning Environment units of study must be approved for inclusion in Table O by a process determined and managed by the Board of Interdisciplinary Studies before they are recommended for inclusion in Table R.

5. Shell units must not be included in Table R, unless the unit:
   a. involves an internship or industry engagement experience;
   b. an essential component for practice-based research;
   c. involves a mobility or exchange experience; or
   d. is a shell unit used for enrolling in language units that have learning outcomes at a 5000-level or above.

6. All enrolled higher degree by research candidates have access to units in Table R, however the following requirements may be placed on units:
   a. assumed knowledge;
   b. prerequisites;
   c. corequisites; and
   d. prohibitions on enrolment in the unit.

7. Faculties may assign units as faculty milestones subject to approval by the University Executive Research Education Committee.

8. From 2021, the Table R diet should be reviewed by the DVC Education Portfolio and a report provided to the Academic Quality Committee of the Academic Board every three years, to provide assurance to the academic community that the units contained in Table R meet the intent of the programme.

9. All units provided as part of Table R must survey participants on their experience via the Unit of Study Survey (USS).
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Professor Ross Coleman, Director Graduate Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pip Pattison, DVC Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Improving HDR Supervision at the University of Sydney</td>
</tr>
<tr>
<td>Purpose</td>
<td>To discuss opportunities to improve supervision of higher degree by research students at the University.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee:
(1) discuss the paper Improving HDR Supervision at the University of Sydney; and
(2) note the proposal from the DVC Education Portfolio to review the Supervision of Higher Degree by Research Students Policy 2013.

**EXECUTIVE SUMMARY**

Research education is core to the University and its Strategic plan 2016-2020. Under this plan, the University has dedicated considerable time and effort to improve the experience and outcomes for Higher Degree by Research (HDR) students, with initiatives such as greater opportunities for intellectual development and skill acquisition as well as providing new means to improve engagement through internships and mobility.

We have also invested millions of dollars in scholarships to attract the best research students to come to the University, so it is only fitting that we consider how to offer such students the best possible supervision. The motivation for doing so is the recognition that supervision is very important; in almost every analysis of research student success, the strongest positive impact on student success comes from excellence in supervision.

This paper explores how we can characterise good practice in the most fundamental part of research education – the process and outcomes of HDR supervision. It is the first stage of a programme of work to improve the experiences of students through better supervision.

The key issues explored in the paper are:

1. Student feedback indicates a perceived decline in the quality of supervision at Sydney, and identifies consequences when students receive poor supervision;
2. There is a need to review and refresh our policies that govern HDR supervision;
3. There are a variety of modes of candidature and project structures, yet we seem to utilise one model of supervision in preference to other versions; and,
4. The institution offers development opportunities for new supervisors, but does not really support faculties to improve supervision for their students nor offer further development for established supervisors; and,

This review made five key recommendations:

1. **Develop tools, capabilities and data to support HDR candidatures**
   We can use the Sydney Operating Model (SOM) HDR Support project to develop new tools and capabilities to help students, supervisors and faculties track student progress throughout HDR candidatures. These tools will also generate data that can be used to develop indicators of supervision quality.

2. **Review the Supervision of Higher Degree by Research Students Policy 2013 and other HDR-related policies**
   We will seek to review the Supervision of Higher Degree by Research Students Policy 2013 (the Supervision Policy) so it better supports our move to creating a new grade of supervisor who has a higher standard of practice, is capable of supporting larger teams and who will contribute to Annual Progress Review panels; and enabling faculties to suspend the registration of supervisors so they may deliver a better student experience. Other HDR-related policies will be reviewed to reflect these changes.
Non-Confidential

3. **Improve training for supervisors via a new course aligned with the Advance Higher Education Fellowship scheme**

The DVC Education portfolio has committed to supporting academics commencing HDR supervision to take a new course aligned to the Advance Higher Education Fellowship scheme. This will replace the existing Foundations of Research Supervision course. Current supervisors can join for specific activities that will help them improve supervision skills.

4. **Develop and communicate clear expectations for supervision**

Whilst the Supervision Policy describes the expectations arising from all parties involved in HDR supervision, these are often not communicated clearly to students and supervisors. We have the opportunity to develop and deliver clear descriptions of expectations for supervision that reflect faculty variations in practice.

5. **Improve ‘local’ cultures of supervision within faculties**

Faculties can build on existing practices by investigating the needs of their academic community with respect to HDR supervision and develop new processes that can lead to an improved student experience. Such initiatives can be properly evaluated by directly involving the HDR student cohort in design, development, delivery and review.

These recommendations serve as the basis for delivering the best quality supervision to our graduate research students over the near to medium future.

**ATTACHMENTS**

Attachment 1 – Discussion paper: Improving HDR Supervision at the University of Sydney
Improving HDR Supervision at the University of Sydney

May 2019

Professor Ross Coleman FLS
Director, Graduate Research
DVC Education Portfolio
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Executive Summary

“Traditionally, most supervision was based on the ‘secret garden’ model, in which student and supervisor worked closely together without a great deal of external scrutiny or accountability” (Park 2007)1

“… research supervision is probably the most complex and subtle form of teaching in which we engage.” (Brown and Atkins 1988)2

Research education is core to the University and its Strategic plan 2016-2020. Under this plan, the University has dedicated considerable time and effort to improve the experience and outcomes for Higher Degree by Research (HDR) students, with initiatives such as greater opportunities for intellectual development and skill acquisition as well as providing new means to improve engagement through internships and mobility.

We have also invested millions of dollars in scholarships to attract the best research students to the University, so it is only fitting that we consider how to offer such students the best possible supervision. The motivation for doing so is the recognition that supervision is very important; in almost every analysis of research student success, the strongest positive impact on student success comes from excellence in supervision.

This paper explores how we can characterise good practice in the most fundamental part of research education – the process and outcomes of HDR supervision. It is the first stage of a programme of work to improve the experiences of students through better supervision.

The key issues explored in the paper are:

1. Student feedback indicates a perceived decline in the quality of supervision at Sydney, and identifies consequences when students receive poor supervision;
2. There is a need to review and refresh our policies that govern HDR supervision;
3. There are a variety of modes of candidature and project structures, yet we seem to utilise one model of supervision in preference to other versions; and,
4. The institution offers development opportunities for new supervisors, but does not really support faculties to encourage excellent supervision for their students nor offer further development for established supervisors.

The recommendations are listed on the next page and relate to proposed next steps, which can serve as the basis for delivering the best quality supervision to our graduate research students over the near to medium future.

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Recommendations

1. **Develop tools, capabilities and data to support HDR candidatures**
   We can use the Sydney Operating Model (SOM) HDR Support project to develop new tools and capabilities to help students, supervisors and faculties track student progress throughout HDR candidatures. These tools will also generate data that can be used to develop indicators of supervision quality.

2. **Review the Supervision of Higher Degree by Research Students Policy 2013 and other HDR-related policies**
   We will seek to review the *Supervision of Higher Degree by Research Students Policy 2013* (the Supervision Policy) so it better supports our aspirations for consistent and high quality supervision. We propose creating a new grade of supervisor who has a higher standard of practice, is capable of supporting larger teams and who will contribute to Annual Progress Review panels; and enabling faculties to suspend the registration of supervisors so they may deliver a better student experience. Other HDR-related policies will be reviewed to reflect these changes.

3. **Improve training for supervisors via a new course aligned with the Advance Higher Education Fellowship scheme**
   The DVC Education portfolio has committed to supporting academics commencing HDR supervision to take a new course aligned to the Advance Higher Education Fellowship scheme. This will replace the existing Foundations of Research Supervision course. Current supervisors can join for specific activities that will help them improve supervision skills.

4. **Develop and communicate clear expectations for supervision**
   Whilst the Supervision Policy describes the expectations arising from all parties involved in HDR supervision, these are often not communicated clearly to students and supervisors. We have the opportunity to develop and deliver clear descriptions of expectations for supervision, including, where warranted, faculty variations in practice.

5. **Build ‘local’ cultures of excellent supervision within faculties**
   Faculties can build on existing practices by investigating the needs of their academic community with respect to HDR supervision and develop new processes that can lead to an improved student experience. Such initiatives can be properly evaluated by directly involving the HDR student cohort in design, development, delivery and review.
Introduction

The University is invested in re-defining its PhD. The focus of this renewal is to substantially improve student experiences and outcomes by increasing our focus on developing the student as a researcher in a leading research-intensive university. The student will then be better equipped to maximise their own contribution to their intellectual development, while producing new knowledge for the discipline in which they sit. This dual outcome (improving both the student experience and their contribution to a body of knowledge) will yield enhanced research capacity for many stakeholders.

Our re-visioning of the higher degree by research (HDR) student experience is based on a clear articulation of the graduate qualities which define a Sydney PhD. These graduate qualities are given below in Table 1. Their relevance here is that they frame our consideration of how best to improve student outcomes and as a trigger for enhancing the institutional support for HDR candidates.

Table 1: Definition and purpose of the PhD graduate qualities as agreed by the Academic Board in August 2017 (Resolution AB2017/6-7):

<table>
<thead>
<tr>
<th>Sydney PhD graduate qualities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep expertise</td>
<td>To possess expert, world standard knowledge in an area of specialisation, a mastery of relevant research methods and the capability to contribute to scholarship and knowledge discovery</td>
</tr>
<tr>
<td>Broader skills:</td>
<td>- To display high level capabilities in critical thinking and problem solving and a commitment to lifelong learning and discovery</td>
</tr>
<tr>
<td>- Critical thinking and problem solving</td>
<td>- To have excellent oral and written communication skills relevant to specialist and general audiences</td>
</tr>
<tr>
<td>- Communication (oral and written)</td>
<td>- To evaluate and utilise contemporary digital tools, resources and technologies</td>
</tr>
<tr>
<td>- Information/digital literacy</td>
<td>- To be innovative and creative in response to novel problems, and to be willing to take risks</td>
</tr>
<tr>
<td>- Inventiveness</td>
<td>- To display high level capabilities in disseminating research, and build understanding of own research in a broader context by participating in engagement with end-users of research</td>
</tr>
<tr>
<td>- Engagement</td>
<td>- To plan, manage and deliver research projects effectively</td>
</tr>
<tr>
<td>- Project planning and delivery</td>
<td></td>
</tr>
<tr>
<td>Cultural competence</td>
<td>To display high levels of cultural competence and embody best practice with regard to cultural competence in research</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>To work effectively in interdisciplinary settings to develop broader perspective, innovative vision and the capacity to work effectively within national and international research and innovation systems</td>
</tr>
<tr>
<td>Professional, ethical, personal identity</td>
<td>To exercise integrity, confidence and resilience</td>
</tr>
<tr>
<td>Influence</td>
<td>To be professionally and socially responsible and make a positive contribution to society; Recognise and promote the implications of own research in a broader societal context</td>
</tr>
</tbody>
</table>

This discussion is also underpinned by the understanding that the success of HDR students is fundamentally driven by the quality of supervision and the way in which excellent supervision
amplifies the quality and impact of the broader HDR experience. Whilst overall, data discussed in this report indicates our HDR students are satisfied with the quality of supervision, this proportion is declining across the University. There is sufficient commentary from students identifying poor supervision as a problem to warrant the consideration of opportunities to improve outcomes for our HDR students.

Key points that require attention include looking at how we can ensure excellence in supervision and in particular, help faculties deliver the best quality supervisory environments for our research students. As we review and improve our training for new supervisors, we have an opportunity to offer training and development for all supervisors wishing to improve their practice.

Also, as an institution, we need to consider whether alternative types of supervision model can better suit our students, and if so, how can we adapt our practices and systems to enable these supervision models to be delivered. Such changes in supervision model may well vary with changing focus on the student as a researcher or producer of knowledge, noting that it is not unreasonable to expect both from students at a research-intensive university. We also need to consider that part-time candidates may well need different models of supervision, to better reflect their needs.

And finally, as the governance of HDR supervision is delivered via a range of policies and procedures, this review must include examining the main Supervision of Higher Degree by Research Students Policy 2013 and consider if new practices need to be developed. Any policy review needs to be followed by an effective communications campaign that can inform stakeholders about changes to policy but also draw attention to existing, but underutilised, opportunities for alternative supervision practices.
Context

'Research education' sits at the intersection of research and education. It is the term used to describe student learning through research activities but also incorporates associated academic training and specialist teaching methods for Higher Degrees by Research (HDR).

Over the last 30 years, research education has developed into a distinctive field of educational endeavour in its own right. There are peak bodies (for example, the Australian Council for Graduate Research – ACGR; UK Council for Graduate Education – UKCGE; Council for Doctoral Education – CDE in Europe and the US Council of Graduate Schools), a defined set of pedagogies3, and a robust culture of critical enquiry around best practice4.

At the University of Sydney, research education is a core part of the Strategic Plan 2016-2020. Strategy 2 ("Attract and develop outstanding researchers") focuses on improving the experience and outcomes for HDR students with the overall aim of attracting and developing the best researchers to the University. Within this strategy, sub-initiative R.2.2 has led to projects focusing on creating greater opportunities for intellectual development and skill acquisition as well as providing new means to improve engagement through internships and mobility. It has also led to the development of the set of graduate qualities for PhD students, as described in above.

To measure the success of these strategic initiatives, key performance indicators (KPs) have been developed, notably to encourage increased rates of on-time student completion of HDR degrees. The role of supervision in helping faculties and the university improve performance in respect of this KPI is critical.

More broadly, many KPIs currently focus on the student's experience of the University5, which for HDR supervision, means that while we need our students to complete in a timely manner, completions should not come at the expense of student health or quality of education. A singular focus on completion times may mean that less emphasis is paid to the quality of the student learning experience. The measure of success in respect of research education should be human-focused attributes such as researchers being experts in their discipline, and resilient, respectful people with very high levels of communication skills.

Developing student researchers occurs within, and as a product of, the academic environment of the institution, so core support must be provided by different parts of the university and most fundamentally, the research supervisors6. At its heart, HDR supervision is a human relationship, not just an intellectual transaction of knowledge and skills. As we re-think the function of research education in the context of a knowledge-based economy, there are opportunities to take a critical view of how we support our students through research candidatures and to identify opportunities for new ways of thinking and doing.


Student Feedback on Supervision

HDR students' perception of quality is captured by the Postgraduate Research Experience Questionnaire (PREQ) and the Student Research Experience Questionnaire (SREQ). PREQ respondent have completed candidature and so their answers reflect their experience of the entire research degree journey. SREQ respondents currently are enrolled in candidature so their answers reflect a limited experience.

In the 2018 PREQ survey, the results on the quality of supervision showed that the University of Sydney has lost its lead over the rest of the sector with respect to high-quality supervision. Table 2 shows data for the reporting years 2014-2018 by faculty, in aggregate and compared with the Group of 8 Research Intensive Universities (Go8) and Universities Australia (UA) sector level data, noting that Go8 and UA data are not available prior to 2016. The results show the University is now at the sector average of 82% in terms of satisfaction with supervision; a figure consistent with the SREQ data. At the University, research education is most concentrated in the big four faculties (FASS, FEIT, FMH and FSci), and each of these have shown a decline in student’s perception of their research supervision to be consistent with the sector average.

Table 2. Summary data from Quality of Supervision data from PREQ surveys 2016-2018

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>FASS</td>
<td>79%</td>
<td>101</td>
<td>79%</td>
<td>83</td>
<td>90%</td>
</tr>
<tr>
<td>USBS</td>
<td>85%</td>
<td>19</td>
<td>81%</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>Feng</td>
<td>75%</td>
<td>51</td>
<td>79%</td>
<td>34</td>
<td>84%</td>
</tr>
<tr>
<td>FHS</td>
<td>86%</td>
<td>36</td>
<td>93%</td>
<td>12</td>
<td>87%</td>
</tr>
<tr>
<td>FMH</td>
<td>80%</td>
<td>126</td>
<td>84%</td>
<td>94</td>
<td>85%</td>
</tr>
<tr>
<td>Fsci</td>
<td>74%</td>
<td>84</td>
<td>82%</td>
<td>78</td>
<td>81%</td>
</tr>
<tr>
<td>USCM</td>
<td>73%</td>
<td>11</td>
<td>83%</td>
<td>9</td>
<td>95%</td>
</tr>
<tr>
<td>USLaw</td>
<td>40%</td>
<td>5</td>
<td>**</td>
<td>2</td>
<td>70%</td>
</tr>
<tr>
<td>USADP</td>
<td>67%</td>
<td>6</td>
<td>92%</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>University</td>
<td>78%</td>
<td>439</td>
<td>82%</td>
<td>327</td>
<td>86%</td>
</tr>
<tr>
<td>Go8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>81%</td>
</tr>
<tr>
<td>UA</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>81%</td>
</tr>
</tbody>
</table>

Whilst, in general, our HDR students are generally content with the quality of supervision, this figure obscures poor experiences and practices.

Students taking part in these surveys may leave comments in response to open-ended questions. Indicative responses with respect to supervision from the 2018 SREQ survey are presented in Table 3 below. The SREQ was selected because this survey has much greater participation than the PREQ, so although only a small proportion of survey respondents leave comments, the size of the SREQ survey means a greater extent of commentary is captured.

Table 3. Indicative comments from respondents in the 2018 SREQ survey (2018) in respect of Areas in Need of Improvement – supervision. Comments are quoted verbatim and in their entirety.

7 SREQ satisfaction scores of 80-82%. Source Quality & Analytics, DVC Education Portfolio
<table>
<thead>
<tr>
<th>Faculty Size</th>
<th>Open Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large</td>
<td>Not much really. The academic staff are overwhelmed by their admin, teaching and research load so supervising PhD students for them are just extra burden. It seems that most supervisors don’t really care about their PhD students based on my own experience and conversations with other fellows</td>
</tr>
<tr>
<td>Large</td>
<td>Supervisory relationships were a strain in this my first year of research. What I had thought were solid relationships with my Primary Supervisor, Assistant Supervisor and an informal Supervisor in another department, all fell apart mid-way through the year. This was very disappointing for me personally and disruptive for my project. I had invested a lot of time (and enthusiasm) into these relationships, some over many years. It did become clear though once the reality of the doctorate was underway that they were not suitable. Their comments were often ill-considered. They didn’t engage with my project in a disciplined manner. And finally after the relationships ended they seemed angry, and to blame me for leaving them and their ‘group’, rather than considering the limitations of their own knowledge and creative expertise. Essentially each of the three supervisors over promised and under delivered</td>
</tr>
<tr>
<td>Small</td>
<td>The responses here about supervision are prior to a very late change in my supervisor (who is now awesome). I was pushed into a direction which I didn’t agree for my research by my previous supervisor for a long time with and ultimately would have left me with no thesis to write up. Some supervisors are actually too busy, disconnected into administrative functions or have personal style issues which are not suitable for students who have significant industry experience where the culture is so vastly different (and much more supportive - less arrogant and positional).</td>
</tr>
<tr>
<td>Small</td>
<td>My supervisors could both benefit greatly from pedagogical instruction</td>
</tr>
<tr>
<td>Large</td>
<td>For many times I had problems with my supervisor and the school did not have a clear procedure to handle the problem.</td>
</tr>
<tr>
<td>Medium</td>
<td>The supervisor having enough time to really sit down and go through details - when I attend for a group meeting there is still only a short time to sit down and go through issues. I wonder whether if I was on campus I would have more opportunity for closer supervision.</td>
</tr>
<tr>
<td>Small</td>
<td>Given the power imbalance between supervisors and students, I think supervisors should be more pro-active in setting up meetings and requesting work, at least in the early stages while the student and supervisor are establishing how much time the student can spend, what his or her other obligations are etc. I think many students are too timid or concerned about their supervisor’s other commitments to seek as many meetings or as much consultation is required.</td>
</tr>
<tr>
<td>Large</td>
<td>I am not in a lab with others, and it is very isolating when one does not have a pre-existing network within the department -- which would be ok if one were simply conducting research in a vacuum. But I have experienced discrimination and had my privacy breached by a supervisor and am not sure how to deal with that without putting my candidature at risk. I am still in shock after having recently discovered the breaches. To be completely candid, I have felt like one of Weinstein’s victims weighing up the benefits/risks of disclosure or seeking support, and contemplating whether doing so would be career suicide</td>
</tr>
<tr>
<td>Large</td>
<td>My lab head is able to get away with very minimal supervisory duties, he mainly leaves it to the postdocs and is not particularly well informed about the day to day goings on in the lab. This is mainly an issue because postdoc positions are not secure so if the lab runs out of funding our key supervisors have to leave.</td>
</tr>
<tr>
<td>Large</td>
<td>Useless supervisors who I need to have on publications to keep the peace, but who don’t offer support or appropriate feedback, meaning that I am facing an ethical dilemma of letting them claim credit for work to which they have not contributed.</td>
</tr>
<tr>
<td>Large</td>
<td>Supervisors/faculty /university administration seem out of touch. Many supervisors (speaking for other PhD students as well here) seem unable to tell when students are struggling, or to provide appropriate support. Feels like specific training in management/etc for supervisors would be helpful.</td>
</tr>
</tbody>
</table>
The responses in Table 3 indicate poor experiences that reflect instances that at best result in dissatisfied students, but at worst can impact on student, and supervisor, health. A wide range of poor experiences can result in reputational damage to many levels of the organisation. We should consider though, that not all our HDR students complete the SREQ questionnaires, and some do not leave open comments. So, whilst the comments above are not representative of the experiences of all HDR students, they do provide a lived, phenomenological snapshot of supervision experiences at Sydney.

Taken together, these data and commentary from the HDR students indicate that there is a need to address the supervisory environment at Sydney and that this need is not unique to a discipline or faculty.

The recent review of the student experience at Sydney\(^8\) has identified that attention to the supervisory environment will be fundamental to improving the outcomes and experiences of HDR students. This focus on the role of the supervisors in improving student outcomes is not restricted to the University. The ACOLA report\(^9\) highlights supervisory performance, both identifying outstanding supervision and improving poor supervisory practices as a key challenge for the higher education sector. The need to reduce the impact of poor HDR supervision was further substantiated by the NSW Ombudsman’s report, which identified that putting in place better mechanisms to support students in situations where supervision is less than satisfactory should be a priority for universities\(^10\).

### HDR Supervision as Education

By considering how HDR supervision functions as research education, we can better identify opportunities to improve the practice of HDR supervision at the University.

The primary function of a supervisor is to maximise an HDR student’s potential to develop research skills and abilities\(^11\) and to facilitate the production of high-quality research by the student. There are two domains for us to consider how supervisors may help students best achieve their potential as researchers. The first dimension defines the purpose of supervision – that is the ‘what’ and the ‘why’ as this directly influences the delivery of supervision and the second dimension is the ‘who’ and usually describes the variety of ways in which supervision interacts with candidate development.

An additional complexity in considering what type of supervision is appropriate is that students may have different modes of attendance and participation in HDR education.

In the analysis below, PhD and HDR have been used synonymously. In many jurisdictions, doctoral degrees other than the PhD and research-only master-level degrees are not the norm, so the academic literature in this field tends to refer solely to the PhD.

### The Purpose of HDR Supervision

The first dimension of supervision is embedded in the ‘purpose’ of candidature. Whilst to some extent, we have already had the conversation about whether the product of an HDR

\(^8\) [https://intranet.sydney.edu.au/content/dam/intranet/documents/StudentExperienceStrategy_20181120.pdf](https://intranet.sydney.edu.au/content/dam/intranet/documents/StudentExperienceStrategy_20181120.pdf)  
candidature is the person or the research\textsuperscript{12}; that discussion was largely directed at policy settings and system architecture. This overview of different purposes of HDR education needs to acknowledge that it is supervisors that will often be the strongest determinant of the successful implementation of enhancements to research education\textsuperscript{12}. In one sense, the perceived tension between the two considerations of the 'product' of research education is artificial. In a leading research-intensive university such as Sydney, we should be producing the best research and the best researchers. Åkerlind and Mc Alpine's\textsuperscript{12} analysis of supervision at Oxford noted high-quality supervision will often address helping the student produce innovative research findings and produce outstanding researchers, this is achieved by modifying the emphasis in advising students; at times emphasising development activities for a student and at other occasions addressing research outcomes. The key to success is making the breadth of supervisory activities explicit to students and ensuring alignment of student and staff expectations in respect of the why and what of supervision.

\section*{Supervision Structures}

The second dimension considered here is the 'who' of supervision. Early practices of PhD supervision in many places in the world, including Australia, were based on the 'master-apprentice' model and were explicitly localised and discrete to any given supervisory relationship. This model has been criticised as a 'secret garden' or private academic space\textsuperscript{13}. When such arrangements work well through engaged and supportive relationships, good student outcomes are frequently observed. In contrast though, the closed nature of the dynamic between supervisor and supervised means that less-successful supervisory relationships are hidden from view; in such circumstances, situations can arise that present risks to the individuals concerned and to the institution. At the University, we require every student to have at least two active supervisors. This requirement ensures that a student's access to supervision is maximised by always having at least one academic available (Supervisor + 1 or more auxiliary supervisors; or coordinating supervisor + 1 or more co-supervisors). Evidence from the SREQ (see Table 2 for examples) indicates that the extent and depth of involvement of auxiliary supervisors in HDR candidatures is idiosyncratic across the university, and ranges from fully committed to 'in name only'. We currently have no visibility of how auxiliary supervision is working and this lack of visibility can give rise to a question about the value of this arrangement.

The obvious alternative to the master-apprentice supervision model is one where a group of academics lead and guide the student in developing his/her research capacity and skills. In a review of PhD supervision and practices, Buttery et al\textsuperscript{14} argued for two alternatives to the Supervisor + auxiliary/auxiliaries model (SA) – these are Group Supervision (GS) and Joint Panel Supervision (JPS) configurations. The GS approach involves a hub and spoke structure where a single academic acts as a focal supervisor responsible for candidature, but different actors are formally involved at different stages of candidature as defined by the needs of the student. For example, a librarian and writing mentor may be designed as supervisors during literature review or thesis preparation stage and a researcher with the necessary appropriate technical expertise could be involved during different parts of data collection, noting that guiding input need not come from academics. The key theme of this model is that there is temporary involvement of intellectual and practical advice other than the lead academic, done on an 'as-needs' basis. This model of supervision has been suggested to be most appropriate for traditional Australian PhDs, which are often more speculative in pushing the boundaries of knowledge than industry PhDs focused on solving specific issues\textsuperscript{14}. The JSP model explicitly involves joint decision-making and discussion about progress; in this model the constitution of the supervisory panel is determined by the project and student combination. Such an approach

is amenable to the involvement of external parties and developing entrepreneurial culture, but places greater strain on the personnel managing candidature\textsuperscript{14}. At the University, our policy settings permit all of these possibilities, but neither of the group or panel models are frequently encountered. Moreover, all of our system capabilities are directed towards the SA model and focused solely on the lead or principal supervisor, thus making it hard for us to understand the efficacy of different supervision models in contributing to student success. Given that different models of HDR supervision have their benefits for students, then the challenge for us to understand what are the barriers that reduce the wider uptake of different models of supervision. The role of the student as a co-developer of the supervisory environment needs also to be incorporated. By establishing and articulating his/her needs and expectations of supervision, a given student will be more invested in candidature; such an approach explicitly acknowledges the student as a partner in the educational endeavour\textsuperscript{15}. A further complication is that among faculties, there is a diverse approach to formally recognising the different modes of supervision and workload calculations (Table 4). Academic staff seem sensitive to how workload calculations are presented in the context of fulfilling a role. The emphasis on workload calculations has cemented the traditional supervisor approach as by far the most common model in faculty practice without considering alternative practices that may better serve a given student. In such cases considering different supervisory approaches may lead to better student outcomes.

Table 4. Recognition of Auxiliary Supervision contributions in faculty workload models.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Current Cohort Size (enrolments)</th>
<th>Auxiliary Supervision recognised in workload</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture, Design &amp; Planning</td>
<td>84</td>
<td>Yes</td>
<td>Allocated according to a supervisor defined split</td>
</tr>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>901</td>
<td>Yes (but not all units)</td>
<td>In some units no, in others a case has to be argued with line manager (variation among departments)</td>
</tr>
<tr>
<td>Business</td>
<td>149</td>
<td>No</td>
<td>HDR supervision is not counted in any way</td>
</tr>
<tr>
<td>Conservatorium of Music</td>
<td>141</td>
<td>Yes</td>
<td>Allocated according to a supervisor defined split</td>
</tr>
<tr>
<td>Engineering &amp; IT</td>
<td>642</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>275</td>
<td>Yes</td>
<td>Allocated according to a supervisor defined split</td>
</tr>
<tr>
<td>Law</td>
<td>49</td>
<td>Yes</td>
<td>Supervision per se is included</td>
</tr>
<tr>
<td>Medicine &amp; Health</td>
<td>1277</td>
<td>Under development</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>910</td>
<td>Yes</td>
<td>Extent of allocation varies among schools</td>
</tr>
</tbody>
</table>

Supervision and Modes of Attendance

A critical assumption of the factors leading to over-time completions (UE-RE papers May [Item 4.1] and October [Item 6.1] 2018) led to the inescapable conclusion that part-time candidatures are not handled well in our current approach to HDR supervision. Consistently, part-time students are overrepresented (scaled to the proportion in the cohort as a whole) and statistics about poor completion, regardless of discipline or faculty. Additionally, the part-time students themselves tell us that they feel poorly served supported by our approaches and processes. Even though a possible solution to this may be to abandon part-time candidatures completely, such a decision will not align well with the University’s mission to offer the best education experience to students, regardless of background and runs counter to our culture of supporting inclusion and diversity. Moreover, many of our faculties have research programs

strongly connected to, and embedded within, professional practice. Offering HDR pathways through part-time candidatures is critical for these disciplines’ continued success in engaging the professions with research and evidence. The alternative to discontinuing part-time candidatures is to consider new ways supporting the development and success of our part-time HDR students. Our current practice is to treat part-time candidatures as a fractional equivalent of a full-time candidature. The question therefore arises – are there alternative, better, approaches?

Challenges in HDR Supervision and Opportunities to Improve

There are four main themes to consider in setting the University framework to improve HDR supervision. The first is a clear picture of what excellence in supervision looks like, the second aspect involves supporting staff to become excellent supervisors, the third theme involves how to provide early identification and support to bring supervisory relationships back on track, and the fourth theme is remediation of supervisory relationships or practice where recalcitrant aspects of poor behaviour have been noted.

The annual Academic Performance & Development process allows staff to self-identify development needs in respect of supervision skills, but currently, we cannot fulfil those needs in-house. In responding to candidatures where the supervisory relationship has been identified as problematic, those charged with improving the HDR experience such as Associate Deans Research Education and Postgraduate Coordinators16 are often unable to make effective changes in a timely manner to relieve stresses on students. Moreover, the policy and delegation settings for HDR supervision are both unclear and unhelpful in solving ‘on-the-ground’ issues.

To become an HDR supervisor at the University of Sydney, an academic must first be entered onto the Supervisor Register. This can be done on the basis of recognised prior experience, as adjudicated by the Associate Dean Research Education, or through completion of the Foundations of Research Supervision (FoRS) course17 run by the Education Innovation unit in the DVC Education portfolio. The FoRS course was established some years ago, and as far as can be established, the course has no participant evaluation data and has never been formally reviewed. Significantly, whilst we mandate and provide training for neophyte supervisors, we offer little or no opportunities for supervisors wishing to improve their supervisory practice. This also means that those responsible for maintaining the standards of research education in faculties are unable to refer under-performing supervisors to development opportunities.

The rules by which the University delivers and improves HDR education are given in policies of the Academic Board. The key policy relevant here is the Supervision of Higher Degree by Research Students Policy 2013 (known as the Supervision Policy). It is a requirement of the University that policies are reviewed every 6th year after commencement. The Supervision Policy is now due for review.

Excellent Supervision

In any organisation, identification of excellent, or poor, performance is fundamental to improving outcomes and driving success. Reviews of supervision practices in the context of national strategies for research education18 have clearly flagged that enhancing the success of

17 https://intranet.sydney.edu.au/teaching-support/teaching-resources/programs/foundations-of-

research-supervision.html
research students is underpinned by best practices in supervision, in addition to student attributes and institutional contexts. The University has identified a focus on excellence as fundamental to its Strategy for 2016-20.

At the University, we are fortunate to have many opportunities for academic staff to be acknowledged for excellence in HDR supervision. There is a whole-of-institution award for the best supervisors (the Vice-Chancellor’s Award for Excellence in HDR Supervision) and student driven awards at an institutional level (SUPRA Supervisor of the Year). Independently of these awards, the University can nominate supervisors/teams for national recognition via the ACGR awards. Each of these awards are supplemented by faculty and/or school-based schemes that recognise the contribution that excellent supervision makes to student success. Thus, across the institution, there is a very good picture of what good supervision looks like, and this is now clearly laid out in promotion pathways.

Developing Supervision Skills

The requirement that a University or higher education provider engaged in research education must help staff develop supervisory skills is embedded in the national governance of higher education standards by the Tertiary Education and Quality Standards Agency (TEQSA) “TEQSA will look at the higher education provider’s history of supporting academics to develop the skills for effective supervision”19. At the University, we offer the Foundations of Research Supervision (FoRS) course. Whilst this programme fitted the institutional context for when the course was designed, the way we conceive of HDR education has changed at national and local levels making the current course less relevant. The University has also made a strategic decision that investment in developing staff to become better educators is a key part of a mission towards excellence in teaching. With this in mind, the DVC Education portfolio has committed to review and refresh our training for potential supervisors. Such training should be modularised to spread the time burden on staff and allow reflection on key activities, which is known to improve learning20. Modularising the staff training in supervision would also allow specific units to be used as a top-up/refresher for staff wishing to undertake further development.

An opportunity exists to frame supervisor development in the context of externally validated qualifications. Advance Higher Education (formerly the Higher Education Academy) is a UK based academic accreditation organisation that offers fellowship recognition to university teachers based on excellence and innovation in teaching and educational leadership. The fellowship scheme recognises progression from junior academic (Associate Fellow) through to university leadership roles (Principal Fellow). Importantly, this scheme has a pathway for academic staff whose teaching activities are solely in HDR supervision. This scheme, and the recognition of innovation / success in education as part of the promotions system at Sydney provides an incentive for staff to develop their supervisory skills and be recognised for having done so.

Early Intervention to Help Off-Track Supervision

Whilst recognition of excellent supervisory practice and outcomes is acknowledged in promotion pathways, understanding when supervision may be deviating from expected standards is currently not easily detected nor rectified. As described above, HDR supervision is a human relationship and when the quality of that relationship starts to deteriorate or an already less-functional one shows no sign of getting better; then intervention from someone external to that relationship can prove helpful. If each of supervisor or student have the...
insights to know supervision is not going so well\textsuperscript{21}, then reaching out for assistance is possible. Problems arise when either of supervisor or student are unaware of problems or potentially in denial of the symptoms of failing supervision.

First, we do not have a good means of knowing when poor supervision is occurring. Whilst some longer-term events (e.g. a greater number of attrition events, an excess number of transfer requests) may be indicative of less-than-satisfactory practices, most poor supervision will go undetected. HDR students are required to take part in Annual Progress Reviews\textsuperscript{22} (APRs), which are supposed to consider supervisory arrangements. The stated aim of an annual progress review at the University of Sydney is to document the successes and challenges experienced by students and note how these have influenced progress. The procedure and associated interview also has the intent of recording the nature of supervisory interactions — frequency of meetings, supportive and developmental supervision meetings and timely feedback on written work. As noted by Mewburn and co-workers\textsuperscript{23}, such lofty interests are often not realised. Students are rarely honest in the sense that they do not, or feel they cannot, report when supervision is inadequate or inappropriate — a pattern noted in the literature\textsuperscript{3}. Work done as part of the University Executive — Research Education committee review into over-time completions has identified that consideration needs to be given to reforming the APR process and a better means of identifying when supervision is going awry will be needed. A further criticism of the APR system is that cycle of annual reviews treats all years as equal. In fact, the first of candidature is critical in success and so having more than one review addressing different aspects of academic progress was endorsed by the UE-RE (5\textsuperscript{th} September 2018). So, we need different Annual Progress Reviews and a varying frequency, contingent on the stage of candidature.

Outside of the APR process, how can we better understand the supervisory situations experienced by students and staff. It is important to consider that non-functioning supervisory relationships can impact on academic staff with consequences for productivity, success and ultimately, health. The power asymmetry between academic staff and their HDR students means that resolution of unsatisfactory supervisory arrangements is easier for staff than students. The current recommendation in the Supervision of Higher Degree by Research Students Policy 2013\textsuperscript{7} for students experiencing problems with supervision is that a student should discuss these issues with the Postgraduate Coordinator (PGC) at a school level. Clearly, this can put the student in a difficult position and with limited routes to raise issues. The University needs to find alternative ways to hear the student voices about quality of supervision.

What may be useful for PGCs and other staff accountable for improving the student experience of HDR candidates would be other, finer-grained, information as to when a student-supervisory may be going off-track. For example, if a student repeatedly misses meetings/submissions of written work or if a supervisor postpones supervision meetings or delays return of work for feedback, then it is reasonable to assume effective supervision is probably not occurring. In the undergraduate coursework space, if a student repeatedly fails to submit work, then faculty staff can be notified, and the student followed up with. This intervention has been demonstrated to reduce student attrition in large first year Biology units. Such a process may be useful for HDR candidatures. For those charged with ensuring the best outcomes for students in their faculties, having better data on students under supervision can help drive interventions and improve student success.


\textsuperscript{22} Progress Planning and Review for Higher Degree By Research Students Procedures 2015

Addressing poor supervision

As shown in Table 2, receiving poor or non-existent supervision can be a stressful and negative experience for students. Once poor supervision has been identified, the difficulty is how to address the issues causing it. There are currently few options available under the current policy settings:

- first, supervision can be reassigned, but this can be challenging if the supervisor is resistant or if there are grant funding/expertise constraints. An alternative pathway may involve inserting an extra supervisor into the candidature to help resolve issues and mentor the student to success. This approach can be effective in many cases but may be resource intensive and have implications for workloads;
- second, if an academic staff member is not performing well with respect to HDR supervision, then an Associate Dean Research Education can decide not to admit students to be supervised by that academic until the Associate Dean Research Education is satisfied of the quality of supervision available to students. This path can be fraught, especially if problematic supervisors are high-flying research academics whose research is seen as important for faculty or institutional success; AND
- finally, there is the option of de-registering a supervisor; this is extremely difficult under current policy arrangements. There are three ways in which a supervisor can be removed from the register. The first is by leaving the University or becoming research inactive, the second is for poor performance where a Dean has identified an academic as failing to perform to a satisfactory standard. The third means of removing a supervisor from the register can happen upon the request of the Provost, when a supervisor has been found to have committed research misconduct. In each of the latter two processes, the needs of natural justice and procedural fairness means that each process can take up to 2 years.

Each of these latter two processes are potentially career-ending for the supervisor and exposes HDR students to extended periods of poor supervision. In the case of poor performance identified during Academic Performance and Development reviews, we essentially require students to be continually exposed to poor practices, so that we can demonstrate that the academic staff member is failing to meet our expectations of supervision. In a university that is taking student-centricity to the heart of its dealings with our students, this is surely inappropriate. It is essential that new processes and procedures be developed that can be timely, effective and protect the interests of students, staff and the University.

A further aspect of supervision that causes student disquiet is the funding of their research activities. When students are associated with grant-funded research, the quantum of funding may not be an issue, but perceived fairness in access to resources may be problematic. There are student reports of funding being denied for planned research activities in an arbitrary manner or in a way that students describe as bullying. Equally though, such issues may arise because the student’s proposed use of funds was inappropriate or misguided, but the manner in which the decision was communicated / implemented caused a breakdown in the supervisory relationship. It is important to recognise that Chief Investigators do have responsibilities and accountabilities in respect of grant funding and good supervision will effectively communicate these expectations. More problematically though, there are cases of supervisors taking on students with no clear understanding of how the student’s research activities will be supported. Each of the key policies in this area require the admitting faculty/school and supervisor to provide the necessary resources for students to succeed, but this is not always clear to the student. Greater clarity is needed around the expectations of supervision with regard to provision of research support.

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24 Supervision of Higher Degree by Research Students Policy 2013
25 SREQ open comments 2018. Source: Quality & Analytics, DVC Education Portfolio
26 Sources: Confidential reports to SUPRA and also similar comments from students to the Director, Graduate Research. Students asked for identifying information not to be made available. Heads were notified.
Proposed next steps

The following next steps are proposed to address the issues outlined above. These are whole-of-university responses, reflecting the need to ensure a consistent high-level of student experience and academic activity across the university whilst still preserving discipline variations and faculty nuances.

Adapt HDR student support mechanisms, currently being developed through the Sydney Operating Model program. This will enable better student-supervisor interactions and planning, with means to provide the student and supervisor to note progress and perception of supervision. Such tools should enable each party to notify leaders and managers when supervision may be going awry. The potential to develop early warning indicators from such tools will increase the capacity of faculty HDR leadership teams to develop appropriate interventions.

Review and renew relevant policies and procedures.

a) Improve the Supervision of Higher Degree by Research Students Policy 2013

This policy will also need to be supported by appropriate procedures. Reviewing and updating policies on a five-year cycle is normal practice and the DVC Education Portfolio has committed to reviewing this policy in 2019. The outcome of this review will be an updated policy that lays out the University’s expectations and requirements for supervision in the context of the reformed HDR experience. The review will need to commence in Q3 of 2019 and be informed by the work done above. The revised policy and new procedures will need to go through the relevant committees during Q4 of 2019.

Key opportunities for improving this policy include:

- Analysis done as part of the UE-RE consideration of over-time completions has noted that excessive student load can be problematic for students in that they rarely interact with the research supervisor. Large teams of research students are often associated with externally funded research grants and highly successful research academics; we should permit this to happen but only under the circumstances of appropriate training and periodic assessment of the quality of supervision. One way to achieve this may be to create an extra grade of supervisor in addition to our current Auxiliary or Research Supervisor. This ‘Principal supervisor’ (indicative nomenclature only) recognition would allow a supervisor to exceed policy limit of five students providing good outcomes for students were sustained. Being recorded as a ‘Principal supervisor’ could be done on the basis of prior experience, awards for excellence or training and would carry a commitment to mentor junior supervisors, contribute to APR panels and contribute to HDR matters in the academic unit concerned such as being a convenor of oral examinations.

- Our work on over-time completions identified that the Annual Progress Review (APR) system is in need of improvement. Faculties and the Higher Degree by Research Administration Centre (HDRAC) face significant challenges in staffing APR panels as academics may decline to participate or withdraw with little or no notice. One solution to this could be to change the supervision policy is that being an active HDR supervisor imposes an obligation to serve on APR panels, much in the same way the holding an Australian Research Council requires grantees to act as assessors of other ARC grant applications.

- Adapt the policy to facilitate better management of HDR supervision. Faculty leadership needs to be able to request the temporary removal of supervisors from the Supervisory Register. This can be in addition to the permanent removal processes already discussed in the policy and could be triggered by events such as:

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28 The Supervision of Higher Degree by Research Students policy 2013 sets an upper limit of 5 students per supervisor unless with the express permission of the Associate Dean. Currently, 96 of the approx. 1500 active supervisors have a student load greater than 5, with 13 of these supervisors having 10 or more students.

as consistent poor commentary (3 or more) by HDR students in Annual Progress Reviews, repeated transfer of students away from that supervisor, or breaches of WHS, ethics or research data management in relation to the work of HDR students.

- Considering how our policy settings align with the nationally agreed Good Practice Guidelines in respect of the supervision of research students.
- Further elaborating on the responsibilities and accountabilities of staff, schools and faculties to enhance the HDR student experience.
- Reviewing and updating this policy should be followed by a concerted communications campaign. This will allow us to identify areas that have and have not changed and also flag to the academic community that a variety of supervisory structures are all possible and that faculties should adopt a given structure that best suits the needs of an individual candidature.

b) Improve the Progress Planning and Review for Higher Degree by Research Students 2015

Assign a mentor role to a member of the student’s Annual Progress Review Panel. This panel member should, as far as possible, be in role for the duration of the student’s candidature and would be available to support the student if issues arise from supervision.

Improve opportunities for professional learning, development and support for current and potential HDR supervisors. This will involve reviewing existing provision and development of new opportunities, for example:

- replace the FoRS course. The DVC Education portfolio has committed to replacing the Foundations of Research Supervision (FoRS) course. The Education Innovation team will lead the development of a new programme for new supervisors that will align with the requirements for Associate Fellowship of Advance Higher Education, as well as allowing modules to be available for established academics to improve practice. The development of the new course should also be informed by consulting with existing supervisors within the institution. It is envisaged that the course will be modular in nature and delivered through online and in person activities. The development of the new course will take place over Q3 and 4 2019, with the structure of a new course for approval by the UE-RE and Graduate Studies Committee in Q1 of 2020, to be delivered in 2020 onwards;
- in addition, faculties can assign mentors for supervisors to help develop best practices. Many faculties can access recipients of awards for HDR supervision to more clearly demonstrate what good looks like.

Identify best practice in aligning staff and student expectations with respect to HDR supervision. This is predominantly delivered via the Annual Progress Review (for students) or Academic Performance and Development (for staff) systems. In some units (e.g. School of Psychology) there is additional investment in clarifying expectations through a ‘supervision contract’. Faculties could consider codifying expectations of supervision in terms of a successful student experience as well as using metrics such as timely completion and include appropriate information of funding of student research projects. We should ensure a consistent provision of information to stakeholders describing our expectations for staff and students as partners in the supervision of candidature.

Further evidence from the UE-RE over-time completions study noted that a much greater proportion of part-time candidatures had candidatures exceeding nominal limits than would be expected by their relative abundance in the cohort. A consideration here might be that faculties and supervisors set realistic expectations about student progression and integrate these into their candidature management protocols. Additionally, for those faculties where part-time candidatures are a key part of the HDR cohort, then consideration should be given to developing robust local provisions about part-time candidature that focus on enhancing student success. The UE-RE should undertake exercises to ensure that faculties are providing appropriate information to staff and students apropos expectations around supervision and UE-RE should seek reassurance from faculties that the effectiveness of this provision of information is reviewed frequently.

30 ACGR Guidelines for Quality Graduate Research Supervision
Consider how the role of HDR supervision in contributing to the success of the university and to individual faculties could be recognised via consistent approach to recognising different types of supervision in workload recognition. Although a standardised workload model is outside the scope of this document, the UE-RE could consider proposing a set of expectations in respect of workload associated with different modes of HDR supervision and recommend to Deans that these be adopted in faculty workload management systems.

Supervision practices often vary with discipline, so faculties should consider local initiatives directed at the culture of supervision within their cohorts. Such initiatives would benefit from a deeper understanding of the experiences of HDR students in the context of a given faculty. Whilst surveys such as PREQ can reveal institutional trends, they lack the granularity to generate insights at smaller scales of academic organisation. An organisational learning approach can be instructive here; the faculty proposes changes/initiatives around local practices and tests these with stakeholders, these initiatives are then refined, and the changes reported back to stakeholders and the stakeholders’ responses to those changes incorporated into subsequent reviews of success. The mechanisms of consultation can be via surveys or focus groups. A starting point here could be for each faculty to propose a suite of practices that would embody their approaches for HDR supervision; a suitable model for this is given in appendix 2.

The outcomes of this activity will a greater fit of supervision to the needs of HDR students participating in research education. Faculties would be encouraged to report such activities and associated advances in practice to the University community via the UE-RE as well as more bespoke showcases.
Appendix 1

The attached document was produced by Griffith University to (1) address issues of consistency in approach to the Supervision of HDR students and (2) to provide a basis to develop discipline and thematic approaches to aspects of HDR supervision. It is provided as an example only.
Principles to Promote Excellence in HDR Supervision at Griffith University

Background

Griffith University attaches the highest importance to ensuring consistently high quality experiences and outcomes for all its higher degree by research (HDR) candidates and acknowledges the critical role of HDR supervisors in achieving these goals. The Principles to Promote Excellence in HDR Supervision Practices at Griffith University, outlined here, were informed by the HDR supervision literature, developed in consultation with experienced Griffith supervisors and refined by feedback from HDR candidates. The resulting principles were then endorsed by the Board of Graduate Research in October 2014.

The principles seek to reflect the diversity of views around excellence in supervisory practice and to be relevant to all supervisors, irrespective of their background, experience, and training. They can be used as a guide for improving supervision practice, rather than as a formula or recipe for excellence in supervision. Each supervisor will need to interpret and operationalise the principles as appropriate within their own context, guided by evidence-based approaches, and in consultation with colleagues. Although each principle is supervisor-centred, it is acknowledged that supervisors are not fully responsible for all of the actions embedded within these principles and that many of the listed actions involve responsibilities shared across the University. Supervisors nevertheless play an important role in these areas.

<table>
<thead>
<tr>
<th>Principles to promote excellence in HDR supervision at Griffith University:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recruit &amp; Evaluate</td>
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<tr>
<td>2. Involve &amp; Support</td>
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<tr>
<td>3. Communicate &amp; Negotiate</td>
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<tr>
<td>4. Guide &amp; Challenge</td>
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<tr>
<td>5. Encourage &amp; Inspire</td>
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</tbody>
</table>

6. Review & Improve

Continuously review and improve supervision practice
The following outlines ways in which each of the Principles to Promote Excellence in HDR Supervision at Griffith University might be reflected in practice.

1. Recruit & Evaluate

*Employ strategies for recruiting high quality HDR candidates and carefully evaluate the fit between the candidate, project and supervisory team*

- a) **Implement** a strategy for recruiting high quality HDR candidates
- b) **Align** HDR student recruitment with relevant strategic research goals
- c) **Evaluate** the capacity of potential candidates to undertake the proposed project
- d) **Ensure** alignment of the background, interests and expectations of the candidate with the proposed project and supervision team
- e) **Evaluate** the feasibility of the proposed project
- f) **Evaluate** the capacity of the supervision team to effectively supervise the candidate and proposed project (e.g. interest, expertise, experience, time, accreditation status)

2. Involve & Support

*Involve candidates in the culture of research and provide support tailored to the needs and circumstances of the individual candidate*

- a) **Actively involve** candidates in the intellectual life of the element, University and discipline/profession
- b) **Advise** candidates of relevant research training opportunities (e.g. workshops, seminars, peer/research/professional networks) and resources
- c) **Advise** candidates of problem solving mechanisms and available support services (e.g. Health services, counselling)
- d) **Demonstrate** care for the general development and welfare of the candidate
- e) **Adapt** the supervisory style and/or strategy to accommodate individual differences and changing roles and circumstances throughout candidature
- f) **Involve** the candidate in important decisions affecting their candidature
- g) **Ensure** candidates are aware of and comply with institutional requirements associated with their candidature

3. Communicate & Negotiate

*Communicate and negotiate regularly, respectfully and effectively with candidates*

- a) **Understand** the interests, needs, motivations and circumstances of candidates
- b) **Demonstrate** interest in and enthusiasm for the candidate’s work
- c) **Negotiate** a plan for meeting regularly with candidates, establishing reasonable and agreed expectations, setting and regularly reviewing goals, and providing meaningful, constructive and timely feedback
- d) **Value** and **accommodate** individual and cultural diversity
- e) **Model** collegial, respectful and culturally competent interactions
- f) **Acknowledge** the value of candidate’s input
- g) **Closely monitor** candidate’s progress and commitment, and **intervene** early and **assist** if problems arise
4. Guide & Challenge

**Guide and challenge** candidates to achieve high levels of knowledge, skill and intellectual capability and to uphold high standards of professionalism and integrity

a) **Guide** candidates through critical phases of candidature (e.g. orientation and induction, developing a research plan, obtaining ethics approval, candidature milestones, and thesis preparation, submission, examination and revision)
b) **Share** your time, knowledge, expertise and experience with the candidate
c) **Guide and challenge** candidates to achieve a high level of intellectual capability and a deep knowledge of the field
d) **Guide and challenge** candidates to achieve a high level of communication, collaboration and research skill
e) **Model and encourage** professionalism and integrity in the conduct of research

5. Encourage & Inspire

**Encourage and inspire** students to reach their potential

a) **Encourage** the spirit of critical enquiry and creative innovation informed by scholarly research
b) **Create** an engaging, motivating and intellectually stimulating learning environment
c) **Encourage** interaction and collaboration
d) **Celebrate** candidate progress and help build student confidence
e) **Model** enthusiasm for the pursuit of original knowledge and its dissemination
f) **Encourage and assist** candidates to publish and disseminate their research findings
g) **Encourage** candidates to achieve their scholarly and professional goals
h) **Encourage** candidates to develop their professional identity and facilitate the career aspirations of the candidate throughout and beyond candidature

6. Review & Improve

Continuously review and improve supervision practice

a) **Continuously review** and improve personal supervision practice (e.g. through self-reflection, peer evaluation, student feedback, participation in communities of practice, performance reviews and/or other professional development activities)
b) **Conform** to University policies and procedures relating to HDR supervision (e.g. Responsibilities of key stakeholders, intellectual property, ethics, health and safety)
c) **Contribute** to enhancement of HDR supervision practices and outcomes (e.g. involvement in supervision training and mentoring, leadership/service in HDR supervision)
<table>
<thead>
<tr>
<th><strong>RECOMMENDATION</strong></th>
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<tbody>
<tr>
<td>That the Academic Board note the report from the meeting of the Academic Quality Committee (AQC) held on Tuesday 18 June 2019;</td>
</tr>
<tr>
<td>(1) note that the Committee endorsed completed award course reviews from the Faculty of Arts and Social Sciences for the Master of Human Rights, Master of International Relations, Master of International Security, Master of International Studies, Master of Public Policy and Master of Peace and Conflict Studies; and</td>
</tr>
<tr>
<td>(2) note that the Committee endorsed a completed award course review from the University of Sydney Business School for the Master of Management.</td>
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<tr>
<th><strong>ITEMS FOR NOTING</strong></th>
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<tbody>
<tr>
<td><strong>10.1 Course Reviews</strong></td>
</tr>
<tr>
<td>The Chair reminded members the requirement for course reviews already completed to be submitted to the AQC in uniform format had been waived subject to coverage of the required information given a review of the process was underway.</td>
</tr>
<tr>
<td>The AQC endorsed the following completed Course Reviews from the Faculty of Arts and Social Sciences: Master of Human Rights; Master of International Relations; Master of International Security; Master of International Studies; Master of Public Policy; and Master of Peace and Conflict Studies.</td>
</tr>
<tr>
<td>The AQC also endorsed completed Course Reviews for Master of Management from the University of Sydney Business School.</td>
</tr>
</tbody>
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The Committee also:
- noted the Educational Integrity Annual Report 2018 Update;
- noted proposed legislation for prohibiting the provision and advertisement of commercial cheating services;
- noted the Open Learning Environment: Review of 2018; and
- noted the 2019-2020 Targets: Key Performance Indicators and Strategic Initiative Indicators.

Full agenda papers are available from the committee secretary, via alyssa.white@sydney.edu.au.

Associate Professor Wendy Davis  
Chair, Academic Quality Committee
RECOMMENDATION

That the Academic Board recommend that Senate approve the proposal from the Faculty of Engineering to amend the Resolutions of Senate for the Faculty of Engineering, with effect from 1 January 2020.

EXECUTIVE SUMMARY

It is proposed to correct the Resolutions of Senate for the Faculty of Engineering in order to incorporate changes previously endorsed by the Academic Board.

These include:

- Update to the name of the Faculty (AB approval 4 June 2019)
- Degrees which are accepting no new intakes are indicated (AB approval 2 November 2016 when the Bachelor of Advanced Computing replaced the Bachelor of Computer Science & Technology and the Bachelor of Information Technology)
- Addition of Master of Engineering (Intelligent Information Engineering), Master of Professional Engineering (Intelligent Information Engineering), and Master of Professional Engineering (Accelerated) (Intelligent Information Engineering) (AB approval 2 October 2018)

Addition of the following new courses has previously been approved via new course proposals:

- Master of Project & Program Management and embedded courses (AB approval 1 May 2018)
- Master of Transport and embedded courses (AB approval 27 November 2018)

ATTACHMENTS

Attachment 1: Resolutions of Senate for the Faculty of Engineering

Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Rebecca Goldsworthy, Faculty of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>David Lowe, Associate Dean (Education), Faculty of Engineering</td>
</tr>
<tr>
<td>Paper title</td>
<td>Corrections to the Resolutions of Senate for the Faculty of Engineering</td>
</tr>
<tr>
<td>Purpose</td>
<td>To correct the Senate resolutions for the Faculty of Engineering to reflect curriculum changes previously approved by Academic Board.</td>
</tr>
</tbody>
</table>
Faculty of Engineering

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Engineering and Information Technologies

(1) With the exception of the Doctor of Engineering and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Engineering and Information Technologies. The Doctor of Engineering and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January 2017. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHENGINE</td>
<td>Doctor of Engineering</td>
<td>DEng</td>
<td>Published work</td>
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<tr>
<td>RPPHENG</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
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<td>RMMPLEN5</td>
<td>Master of Philosophy</td>
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<td>Master of Information Technology</td>
<td>MIIM</td>
<td>72</td>
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<tr>
<td>MAHILTCIN-01</td>
<td>Master of Health Technology Innovation</td>
<td>MHTI</td>
<td>96</td>
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<tr>
<td>MADATASC-01</td>
<td>Master of Data Science</td>
<td>MDS</td>
<td>48</td>
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<tr>
<td>MACPXSYS-01</td>
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<td>MCXS</td>
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<td>MAPROFEN-02</td>
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<td></td>
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<tr>
<td>Aerospace Engineering</td>
<td>MPE(Aerospace)</td>
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<td>Biomedical Engineering</td>
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<tr>
<td>Chemical and Biomolecular Engineering</td>
<td>MPE(Chemical &amp; Biomolecular)</td>
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<td>Master of Project and Program Management</td>
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<td>Master of Project Leadership</td>
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<td>Master of Transport</td>
<td>MTr</td>
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24 June 2019 16:17:43 NOT ACADEMIC BOARD APPROVED
### Faculty of Engineering

<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>BADVCM01</td>
<td>Bachelor of Advanced Computing*</td>
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<td>BCST(ComputerScience)</td>
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<td>Information Systems</td>
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<td>BCST(Adv)(ComputerScience)</td>
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<td></td>
<td>Information Systems</td>
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<tr>
<td>ENGINE02</td>
<td>Bachelor of Engineering Honours</td>
<td>BEHons(Aeronautical)</td>
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<td>Aeronautical Engineering</td>
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<tr>
<td></td>
<td>Biomedical Engineering</td>
<td>BEHons(Biomedical)</td>
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<td>Medical and Biomedical Engineering</td>
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<tr>
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<td>Civil Engineering</td>
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<td>Mechatronic Engineering</td>
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<td>Information Systems</td>
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*may be awarded with honours following a further year of study.

### 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>MIT01</td>
<td>Master of Information Technology/Master of Information Technology Management</td>
<td>MIT/MITM</td>
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<tr>
<td>PACCOM01</td>
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<td>Dalyell</td>
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<tr>
<td>PACSCI01</td>
<td>Bachelor of Advanced Computing*/Bachelor of Science*</td>
<td>BAdvComp/BSc</td>
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<td></td>
<td>Health</td>
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<td></td>
<td>Medical Science</td>
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<td>GARD02</td>
<td>Bachelor of Engineering Honours/Bachelor of Design in Architecture</td>
<td>BEHons/BDesArch</td>
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<td>GLAW02</td>
<td>Bachelor of Engineering Honours/Bachelor of Laws</td>
<td>BEHons/LLB</td>
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<td>GMSC02</td>
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<td>Bachelor of Engineering Honours/Bachelor of Science*</td>
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<td>CMSC01</td>
<td>Bachelor of Information Technology*/Bachelor of Medical Science* (no intake from 2018)</td>
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<tr>
<td>CSC01</td>
<td>Bachelor of Information Technology*/Bachelor of Science* (no intake from 2018)</td>
<td>BIT/BSc</td>
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### Graduate diplomas

<table>
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<th>Code</th>
<th>Course title</th>
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<tr>
<td>GNCOMPUT-04</td>
<td>Graduate Diploma in Computing</td>
<td>GradDipComp</td>
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<td>GENGINE-01</td>
<td>Graduate Diploma in Engineering</td>
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<tr>
<td>GNENPROF</td>
<td>Graduate Diploma in Engineering (Professional Engineering) (Last intake 2013)</td>
<td>GradDipEng(ProfEng)</td>
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<td>GNINFTEC-03</td>
<td>Graduate Diploma in Information Technology</td>
<td>GradDipIT</td>
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<td>GNINFTMG-03</td>
<td>Graduate Diploma in Information Technology Management</td>
<td>GradDipITM</td>
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<td>Graduate Diploma in Project Management</td>
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<td>GNPRJLEA-01</td>
<td>Graduate Diploma in Project Leadership</td>
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<td>GTRANSNPO-01</td>
<td>Graduate Diploma in Transport</td>
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<tr>
<td>GNHLTCIN-01</td>
<td>Graduate Diploma in Health Technology Innovation</td>
<td>GradDipH</td>
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<tr>
<td>GNCPXSYS-01</td>
<td>Graduate Diploma in Complex Systems</td>
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### Graduate certificates

<table>
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<tr>
<th>Code</th>
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<td>GCENGINE-01</td>
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<td>GCINFTEC-02</td>
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<td>GCDATAASC-01</td>
<td>Graduate Certificate in Data Science</td>
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<td>GCPRJMGMT-01</td>
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<td>GCCOMPUT-01</td>
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Paper title

Administration amendments to Course Resolutions have been made to reflect the new organisational structure of the Faculty of Medicine and Health (FMH) from 2020. The Resolutions of Senate have also been combined to include FMH and FHS degree offerings and new Faculty Resolutions have been drafted to reflect the new organisational structure of the Faculty of Medicine and Health (FMH) from 2020.

Purpose

Approval is sought for administrative amendments to Course Resolutions, the combined Resolutions of Senate and the new FMH Faculty Resolutions to reflect the new organisational structure of the Faculty of Medicine and Health (FMH) from 2020.

RECOMMENDATION

As endorsed by the Faculty Boards of both Medicine & Health and Health Sciences via circulation between 7 and 27 June 2019, it is recommended that the Academic Board:

1. approve administrative changes to the course resolutions for all award courses delivered by Faculty of Medicine & Health to reflect the new organisational structure of the Faculty from 2020;
2. approve the creation of Resolutions of the Faculty of Medicine & Health for Coursework Awards; and
3. recommend that Senate approve the amendment of Resolutions of the Senate for degrees, diplomas and certificates of the University of Sydney Faculty of Medicine & Health, with effect from 1 January 2020.

EXECUTIVE SUMMARY

Changes have been made to the existing FMH and FHS Course Resolutions, Resolutions of Senate and the Faculty Resolutions to reflect the new Faculty of Medicine & Health organisational structure. The aim of this work is to reflect the new and complete FMH structure in the 2020 Handbook and incorporates the Faculty of Health Sciences as a School.

For all award courses listed in the Resolutions of Senate, administrative changes are proposed to course resolutions to reflect the new FMH organisational structure and align with the Delegations of Authority – Academic Functions Rule 2016.

ATTACHMENTS

Attachment 1: FMH Course Resolutions example
Attachment 2: FHS Course Resolution amendments
Attachment 3: Resolutions of Faculty
Attachment 4: Resolutions of Senate
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health

Contact person: Jane Conway

1. Name of award course

Administrative updates to course resolutions for all degrees delivered at the Faculty of Medicine and Health, these updates were seen to all degrees stated within the Resolutions of Senate in alignment with the new organisational structure.

2. Purpose of proposal

Administration changes across all degrees delivered at the Faculty of Medicine and Health within course resolutions, including relevant administration changes to local provisions.

3. Details of amendment

Administration marked-up referencing for the FMH 2020 Handbook in alignment with the organisational structure and the Delegation of Authority – Academic Functions Rule 2016 and references from School to Faculty;

Course resolution example:
In exceptional circumstances the Dean relevant delegated authority may admit applicants without these qualifications who, in the opinion of the school Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

Local Provisions example:
13 (d) the student has met the requirements stated in the Faculty of Medicine and Health Pharmacy Professionalism Expectations Requirements Provisions 2017/20.

4. Transitional arrangements

Transitional arrangement is not affected.

5. Other relevant information

6. Signature of Dean
Minor Course Amendment Proposal

Faculty: Faculty of Health Sciences

Contact person: A/Prof Corinne Caillaud

1. Name of award course

Bachelor of Applied Science (Diagnostic Radiography)
Bachelor of Applied Science (Exercise and Sport Science)
Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science)
Bachelor of Applied Science (Exercise Physiology)
Bachelor of Applied Science (Occupational Therapy)
Bachelor of Applied Science (Physiotherapy)
Bachelor of Applied Science (Speech Pathology)

2. Purpose of proposal

The purpose of this proposal is to seek amendments to undergraduate award courses, currently offered by the Faculty of Health Sciences, which will be offered by the Faculty of Medicine and Health from 2020.

These amendments are intended to be administrative in nature, in order to maintain a consistent set of requirements for courses that will be offered by the Sydney School of Health Sciences as we transition to the new Faculty structure. Requirements that were previously governed by the Faculty Resolutions for the Faculty of Health Sciences are proposed to now be included as part of the course resolutions.

3. Details of amendment

The specific amendments are included in the attached documents for each course.

In summary, the amendments specify requirements for credit, clinical placement requirements, and requirements for satisfactory progress, in addition to updating references to the Faculty of Health Sciences to now specify the Faculty of Medicine and Health.

4. Transitional arrangements

The transitional arrangements are set out in the proposed course resolutions for each course.

5. Other relevant information

These changes have been endorsed by the Faculty of Health Sciences Education Committee (the standing committee for approval of curriculum matters)

6. Signature of Dean

Signature

28/6/19
BACHELOR OF APPLIED SCIENCE
(EXERCISE AND SPORT SCIENCE)
Course rules

Bachelor of Applied Science (Exercise and Sport 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), 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>
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<th>Code</th>
<th>Course and stream title</th>
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<tbody>
<tr>
<td>BPASESSC-03</td>
<td>Bachelor of Applied Science (Exercise and Sport Science)</td>
</tr>
<tr>
<td>BPASEAVS-01</td>
<td>Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science)</td>
</tr>
<tr>
<td>BHASESSH-01</td>
<td>Bachelor of Applied Science (Exercise and Sport Science) (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Faculty management

(1) Candidates undertaking the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) without Honours will be under the supervision of the Faculty of Health Sciences Faculty of Medicine and Health.

(2) Candidates undertaking the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with Honours will be under the supervision of the Faculty of Health Sciences Faculty of Medicine and Health for all parts of the degree except the embedded Honours component specified in Section 8 of these resolutions.

(3) Candidates undertaking an embedded Honours component as specified in Section 8 of these resolutions will be under the supervision of the faculty offering and supervising the embedded Honours component in which the candidate enrolls. The faculty offering and supervising the embedded component will direct the Faculty of Health Sciences Faculty of Medicine and Health on all matters relating to admission, requirements, award of honours mark and award of honours grade.

(4) The Dean of the Faculty of Health Sciences Faculty of Medicine and Health shall exercise authority in any matter concerned with the Bachelor of Applied Science (Exercise and Sport) and the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with or without Honours not otherwise dealt with in these resolutions.

4 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres
5 Requirements for award

(1) The units of study that may be taken for the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) are set out in:
(a) Table A for the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science);
(b) Table S of the Shared Pool for Undergraduate Degrees; and
(c) Table O of the Shared Pool for Undergraduate Degrees.

In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.

(2) Bachelor of Applied Science (Exercise and Sport Science):
To qualify for the award of the Bachelor of Applied Science (Exercise and Sport Science), a candidate must complete 144 credit points, comprising:
(a) Degree Core: 12 credit points of core units of study as set out in Table A
(b) a major (48 credit points) in Exercise Science listed and defined in Section 6 below and specified in Table A;
(c) a minor (36 credit points) in Physical Activity and Health as listed and defined in Section 6 below and specified in Table A;
(d) optionally, a second minor (36 credit points) or second major (48 credit points) as defined in Section 6 below and specified in Table A or Table S;
(e) optionally, up to 12 credit points of elective units from Table O;
(f) any additional elective units of study from Table A or Table S to satisfy a total of 144 credit points for the course.

(3) Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science):
To qualify for the award of the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science), a candidate must complete 192 credit points, comprising:
(a) Degree Core: 12 credit points of core units of study as set out in Table A
(b) a major (48 credit points) in Exercise Science listed and defined in Section 6 below and specified in Table A;
(c) a minor (36 credit points) in Physical Activity and Health as listed and defined in Section 6 below and specified in Table A;
(d) a second major (48 credit points) as defined in Section 6 below and specified in Table A or Table S;
(e) 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(f) a minimum of 24 credit points at 4000 level from Table A or Table S, including a research, community, industry or entrepreneurship project of at least 12 and a maximum of 36 credit points; and
(g) any additional elective units of study from Table A or Table S to satisfy a total of 192 credit points for the course.

6 Majors and minors

(1) Bachelor of Applied Science (Exercise and Sport Science):
(a) Completion of a major and minor from Table A is a requirement of the Bachelor of Applied Science (Exercise and Sport Science). Requirements for completion of majors and minors are as set out in Table A and Table S.
(b) Candidates in the Bachelor of Applied Science (Exercise and Sport Science) have the option of completing a second major from Table A (which includes the embedded minor in Physical Activity and Health) or a second minor or major from Table S.

(2) Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science):
Completion of an Exercise Science major from Table A, a minor in Physical Activity and Health, and a second major from Table A (which includes the embedded minor in Physical Activity and Health) or second major from Table S, is a requirement of the Bachelor of Applied Science/Bachelor of Advanced Studies. Requirements for completion of majors and minors are as set out in Table A and Table S.

(3) The majors and minors available in Table A in the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) are:
7 Progression rules

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

(2) Progression within the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science):
Except with the permission of the Bachelor of Applied Science (Exercise and Sport Science) course program director, candidates must complete the degree requirements listed under 5(2) before progressing to 4000-level units.

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:
   i. EXSS3XXX Practicum in Exercise Science 1
   ii. EXSS3XXX Practicum in Exercise Science 2

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 6 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

89 Requirements for the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with honours

(1) An embedded Honours component, involving a research project, is available to meritorious students in the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) who complete an alternative set of units of study in the final year.
   (a) Candidates undertaking an Honours component within the Faculty of Health Sciences Faculty of Medicine and Health must complete the requirements for the Honours component full-time over two consecutive semesters. If the Faculty School is satisfied that a student is unable to attempt the Honours component on a full time basis and if the Associate Dean so recommends, permission may be granted to undertake Honours part-time over four consecutive semesters.
   (b) For candidates undertaking an Honours component with the Faculty of Health Sciences Faculty of Medicine and Health, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the Resolutions of the Faculty of Health Sciences Faculty of Medicine and Health.
   (c) For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to the Coursework Policy, these resolutions and the relevant resolutions of the faculty in which the component is undertaken.
Admission to Honours is by permission of the Associate Dean and relevant honours coordinator or Program Director after the completion of all of the following requirements:

(a) Completion of the requirements set out in 5(2)

(b) a Weighted Average Mark of at least 65.0 in units of study completed to that point, and a major or study of equivalent depth in the area of the proposed honours project; or a credit average in 48 credit points in relevant 2000-level and 3000 units of study relevant to the honours area, as determined by the faculty concerned;

(c) any requirements for honours entry set by the relevant department, school or faculty.

To qualify for the award of the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with Honours, a candidate must complete the requirements for the pass degree and at least 36 and a maximum of 48 credit points of additional Honours units at 4000 level or above, including an Honours research project of at least 12 and a maximum of 36 credit points, and at least 12 and a maximum of 36 credit points of Honours coursework, as required by the relevant department and published in the faculty handbook. Honours subject areas and units of study for honours within the Faculty Sydney School of Health Sciences are listed in Table A for the relevant faculty school or Table S in the Shared Pool for Undergraduate degrees.

The grade of Honours will be determined by an honours mark calculated from work in the embedded Honours component as specified in these resolutions, in the resolutions for the Faculty of Health Sciences or in the resolutions of the relevant faculty school.

910 Award of the Bachelor of Applied Science (Exercise and Sport Science), Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) and Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with Honours

(1) Candidates for the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) who have completed the requirements for the Bachelor of Applied Science (Exercise and Sport Science) but who do not meet the requirements for the combined degree will be awarded the Bachelor of Applied Science (Exercise and Sport Science).

(2) Honours in the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) is awarded in classes ranging from First Class to Third Class according to the following table, the Coursework Policy and rules specified in the Resolutions of the Faculty of Health Sciences Faculty of Medicine and Health, or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>Honours mark range</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with honours who do not meet the requirements for the honours degree, but who otherwise meet the requirements for the Bachelor of Applied Science (Exercise and Sport Science), or the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) will be awarded the Bachelor of Applied Science (Exercise and Sport Science), or the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) as appropriate.
**4.11 Course transfer**

A candidate may abandon the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) combined degree and elect to complete the Bachelor of Applied Science (Exercise and Sport Science) in accordance with these resolutions.

**4.12 Credit for previous study**

1. Credit transfer is subject to the provisions of the Coursework Policy, the Resolutions of the Faculty of Medicine and Health Sciences or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.
2. The Coursework Policy specifies the general conditions for the granting of credit for previous study to courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.
3. Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

**4.13 Transitional provisions**

1. These resolutions apply to students who commenced their candidature after 1 January, 2011 2020.
2. Candidates who commenced prior to 1 January, 2011 2020 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, 2025 2016. The Faculty School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
BACHELOR OF APPLIED SCIENCE
(DIAGNOSTIC RADIOGRAPHY)

Bachelor of Applied Science (Diagnostic Radiography)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASDRAD-01</td>
<td>Bachelor of Applied Science (Diagnostic Radiography)</td>
</tr>
<tr>
<td>BPASDRAD1HON</td>
<td>Bachelor of Applied Science (Diagnostic Radiography) (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full-time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy 2014.

4 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences:
   (a) Table of units of study for the Bachelor of Applied Science (Diagnostic Radiography); and
   (b) Table of International Health UOSs; and
   (c) Table of Undergraduate Elective units of study.

(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of units of study comprising:
   (a) 174 credit points of core units; and
   (b) 6 credit points of elective units chosen from the 'International Health' list (BACH3128, HSBH3009 or HSBH3012); and
   (c) 12 credit points chosen from the Faculty of Health Sciences Undergraduate Faculty Elective List (or from any undergraduate units available throughout the University, subject to approval by the Program Director Dean.)
5 Progression rules

Students are required to attempt and pass all MRTYXXXX Work Integrated Learning units of study in the progression order as displayed in the table of units of study for the Bachelor of Applied Science (Diagnostic Radiography) Pass and Honours. Students who fail Work Integrated Learning units of study will undergo remediation activities in accordance with the Faculty's Clinical progression procedures.

5 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:

i. MRTY2104 Radiography Work Integrated Learning 1
ii. MRTY2108 Radiography Work Integrated Learning 2
iii. MRTY3121 Radiography Work Integrated Learning 3
iv. MRTY3123 Radiography Work Integrated Learning 4
v. MRTY4038 Radiography Work Integrated Learning 5
vi. MRTY4040 Radiography Work Integrated Learning 6
vii. MRTY4042 Radiography Work Integrated Learning 7
viii. MRTY4044 Radiography Work Integrated Learning 8

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 6 (1) or twice failed the same unit of study identified in Clause 6 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

6 Requirements for the Honours degree

(1) Honours is available to meritorious students as an integrated honours degree. Students who complete an alternative set of units of study in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator Program Director and Associate Dean after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

(2) To qualify for the award of the honours degree a candidate must:
   (a) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Diagnostic Radiography) Honours Table of units of study.
   (b) maintain a credit average or higher throughout the honours program.
   (c) not fail a unit of study throughout their degree (except with the approval of the relevant delegated authority) any exceptions require Honours Committee approval.

7 Award of the degree

(1) The Bachelor of Applied Science (Diagnostic Radiography) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) The honours mark will be determined in integrated honours by the following calculation:
Final honours mark = 2/3*(FHS HWAM) + 1/3*(Yr 3/4 WAM), where the FHS HWAM is the average mark for honours units weighted as follows:
1 x BHSC3021 Honours A: Research Design
2 x BHSC4012 Honours B: Applied Research Skills
7 x BHSC4013 Honours C: Research Project
and the Yr 3/4 WAM is the average mark of all attempted Year 3 and Year 4 units of study, as specified in the
Faculty Sydney School of Health Sciences handbook, excluding Practicum and Clinical Placement units.

(3) Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>80≤ honours mark ≤100</td>
</tr>
<tr>
<td>Second Class / (Division I)</td>
<td>75≤ honours mark &lt;80</td>
</tr>
<tr>
<td>Second Class / (Division II)</td>
<td>70≤ honours mark &lt;75</td>
</tr>
<tr>
<td>Third Class</td>
<td>65≤ honours mark &lt;70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt;65</td>
</tr>
</tbody>
</table>

(4) Candidates for the award of the Honours degree who do not meet the requirements, will be awarded the pass degree if they have completed the requirements for that award.

8 International exchange

The Faculty encourages candidates to participate in international exchange programs subject to the host institution offering units of study that are considered acceptable by the Course Director Program Director or contained within an institutional-specific MoU. For more information on international exchanges refer to the International Office.

9 Credit for previous study

(1) Credit transfer is subject to the provisions of the Coursework Policy 2014 and the Resolutions of the Faculty of Health Sciences, Faculty of Medicine and Health, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.
(2) Credit will not be granted for any unit of study which a result of Terminating Pass or Pass (Concessional) has been awarded.
(3) All candidates for the Bachelor of Applied Science (Diagnostic Radiography) pass and Bachelor of Applied Science (Diagnostic Radiography) honours notwithstanding any credit transfer, must complete 192 credit points of study.

10 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University's Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information:


(5) NSW Health Records and Information Privacy Act (2002)
Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/privacy.html

10 Course Transfer

A student currently enrolled in the Bachelor of Applied Science (MRS) Diagnostic Radiography may apply for the Bachelor of Applied Science (Diagnostic Radiography) through the Universities Admissions Centre, or where applicable, through the International Office as a new student. Candidates who receive an offer of admission into the new degree may receive credit for some first year units of study but will not receive credit for any units of study completed in years 2 or 3 of their original course.

11 Transitional Provisions

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

(2) Candidates who commenced prior to 1 January 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January 2024. The faculty may specify a later date for completion of candidatures that extend beyond this time.
BACHELOR OF APPLIED SCIENCE (EXERCISE PHYSIOLOGY)

Bachelor of Applied Science (Exercise Physiology)  
Bachelor of Applied Science (Exercise Physiology) (Honours)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASEXPH-02</td>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
</tr>
<tr>
<td>BPASEXPH1HON</td>
<td>Bachelor of Applied Science (Exercise Physiology) (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy 2014.

4 Requirements for award

(1) The units of study that may be taken for this course are set out in the Course Tables for the Bachelor of Applied Science (Exercise Physiology), the Faculty of Health Sciences Undergraduate Electives Table, the list of Table S Electives from the Shared Pool for Undergraduate Degrees and Table O from the Shared Pool for Undergraduate Degrees.

Unless otherwise indicated in these resolutions the Course Tables, the Undergraduate Electives Table, Table S and Table O mean the tables specified here.

(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of units of study including:
   a) 156 credit points of core units of study from the Course Tables
   b) 6 credit points of selective units of study from the Course Tables
   c) Optionally, up to 12 credit points of units of study in the Open Learning Environment as listed in Table O
   d) Where appropriate, additional elective units of study as required, chosen from the list of elective units in the Course Tables; from the Faculty of Health Sciences Undergraduate Electives table, or from the list of Table S Electives.
5 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an alternative set of units of study in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator and Associate Dean after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

(2) To qualify for the award of the honours degree a candidate must:
   (a) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Exercise Physiology) Honours Table of units of study.
   (b) maintain a credit average or higher throughout the honours program.
   (c) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
   Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
   The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University’s Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
   Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
   Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002)
   Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/privacy.html

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students
must pass the Practicum and Clinical Practice units of study, which are critical to progression through the course:

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

(6) Candidates for honours must maintain a credit average throughout the program.

6.9 Award of the degree

(1) The Bachelor of Applied Science (Exercise Physiology) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) The honours mark will be determined in integrated honours by the following calculation:

$$\text{Final honours mark} = \frac{2}{3} \times \text{(FHS HWAM)} + \frac{1}{3} \times \text{(Yr 3/4 WAM)}$$

where the FHS HWAM is the average mark for honours units weighted as follows:

1 x BHSC3021 Honours A: Research Design
2 x BHSC4012 Honours B: Applied Research Skills
7 x BHSC4013 Honours C: Research Project

and the Yr 3/4 WAM is the average mark of all attempted Year 3 and Year 4 units of study, as specified in the Faculty table of units of study for the Bachelor of Applied Science (Exercise Physiology), excluding Practicum and Clinical Practice units of study.

(3) Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>80≤ honours mark ≤100</td>
</tr>
<tr>
<td>Second Class / (Division I)</td>
<td>75≤ honours mark &lt;80</td>
</tr>
<tr>
<td>Second Class / (Division II)</td>
<td>70≤ honours mark &lt;75</td>
</tr>
<tr>
<td>Third Class</td>
<td>65≤ honours mark &lt;70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt;65</td>
</tr>
</tbody>
</table>

(4) Candidates for the award of the Honours degree who do not meet the requirements, will be awarded the pass degree if they have completed the requirements for that award.

10 Transitional provisions

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

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2026. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
BACHELOR OF APPLIED SCIENCE
(OCCUPATIONAL THERAPY)

Bachelor of Applied Science (Occupational Therapy)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
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</thead>
<tbody>
<tr>
<td>BPASOCTE-05</td>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
</tr>
<tr>
<td>BPASOCTE5HON</td>
<td>Bachelor of Applied Science (Occupational Therapy) (Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy 2014.

4 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences:
   (a) Table of units of study for the Bachelor of Applied Science (Occupational Therapy); and
   (b) Table of Health Sciences Undergraduate Elective units of study

(2) To qualify for the award of the pass degree, a candidate must complete 192 credit points of units of study comprising:
   (a) 156 credit points of core units; and
   (b) 36 credit points of elective units, including a minimum of 6 credit points from the Behavioural or Social Sciences and 6 credit points from the Biomedical Sciences.

5 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an alternative set of units of study in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator and Associate Dean after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark...
(WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

(2) To qualify for the award of the honours degree a candidate must:
(a) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Occupational Therapy) Honours Table of units of study.
(b) maintain a credit average or higher throughout the honours program
(c) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University’s Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002)
Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/privacy.html

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:

i. OCCP1100 Professional Practice I
ii. OCCP2086 Professional Practice II
iii. OCCP3061 Professional Practice IIIA
iv. OCCP3065 Professional Practice IIIB
v. OCCP4088 Professional Practice IV or OCCP4092 Professional Practice IVH
(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

(6) Candidates for honours must maintain a credit average throughout the program.

6 9 Award of the degree

(1) The Bachelor of Applied Science (Occupational Therapy) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) The honours mark will be determined in integrated honours by the following calculation:

\[
\text{Final honours mark} = \frac{2}{3} \times (\text{FHS HWAM}) + \frac{1}{3} \times (\text{Yr 3/4 WAM}),
\]

where the FHS HWAM is the average mark for honours units weighted as follows:

- 1 x BHSC3021 Honours A: Research Design
- 2 x BHSC4012 Honours B: Applied Research Skills
- 7 x BHSC4013 Honours C: Research Project

and the Yr 3/4 WAM is the average mark of all attempted Year 3 and Year 4 units of study, as specified in the Faculty table of units of study for the Bachelor of Applied Science (Occupational Therapy) Honours, excluding Professional Practice units.

(3) Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>80≤ honours mark ≤100</td>
</tr>
<tr>
<td>Second Class / (Division I)</td>
<td>75≤ honours mark &lt;80</td>
</tr>
<tr>
<td>Second Class / (Division II)</td>
<td>70≤ honours mark &lt;75</td>
</tr>
<tr>
<td>Third Class</td>
<td>65≤ honours mark &lt;70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt;65</td>
</tr>
</tbody>
</table>

(4) Candidates for the award of the Honours degree, who do not meet the requirements, will be awarded the pass degree if they have completed the requirements for that award.

7 10 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019 2020 and students who commenced their candidature prior to 1 January, 2019 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2019 2020 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, 2024 2025. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
BACHELOR OF APPLIED SCIENCE (PHYSIOTHERAPY)

Bachelor of Applied Science (Physiotherapy)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASPHYS-06</td>
<td>Bachelor of Applied Science (Physiotherapy)</td>
</tr>
<tr>
<td>BPASPHYS6HON</td>
<td>Bachelor of Applied Science (Physiotherapy)(Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy 2014.

4 Requirements for award

1. The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Physiotherapy).

2. To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of units of study, comprising 174 credit points of core units of study and 18 credit points of elective units of study.

5 Requirements for the Honours degree

1. Honours is available to meritorious students as integrated honours. Students will who complete an alternative set of units of study in the last three semesters of the program. Admission to the Honours program is by permission of the Program Coordinator and Associate Dean after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

2. To qualify for the award of the honours degree a candidate must:
   (a) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Physiotherapy) Honours Table of units of study.
   (b) maintain a credit average or higher throughout the honours program.
(c) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002)
Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/privacy.html

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:
   i. PHTY2063 Clinical Practicum A
   ii. PHTY3083 Clinical Practicum B
   iii. PHTY3085 Clinical Practicum C
   iv. PHTY4222 Clinical Practicum D
   v. PHTY4223 Clinical Practicum E

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 6 (1) or twice failed the same unit of study identified in Clause 6 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.
(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

(6) Candidates for honours must maintain a credit average throughout the program.

69. Award of the degree

(1) The Bachelor of Applied Science (Physiotherapy) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) The honours mark will be determined in integrated honours by the following calculation:
Final honours mark = \( \frac{2}{3} \times \text{(FHS HWAM)} + \frac{1}{3} \times \text{(Yr 3/4 WAM)} \), where the FHS HWAM is the average mark for honours units weighted as follows:
- 1 x BHSC3021 Honours A: Research Design
- 2 x BHSC4012 Honours B: Applied Research Skills
- 7 x BHSC4013 Honours C: Research Project
and the Yr 3/4 WAM is the average mark of all attempted Year 3 and Year 4 units of study, as specified in the Faculty table of units of study for the Bachelor of Applied Science (Physiotherapy), excluding Practicum and Clinical Placement units.

(3) Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>80≤ honours mark ≤100</td>
</tr>
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<td>Second Class / (Division I)</td>
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</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt;65</td>
</tr>
</tbody>
</table>

(4) Candidates for the award of the Honours degree who do not meet the requirements, will be awarded the pass degree if they have completed the requirements for that award.

10. Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019 2020 and students who commenced their candidature prior to 1 January, 2019 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2019 2020 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, 2024 2025. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
BACHELOR OF APPLIED SCIENCE (SPEECH PATHOLOGY)

Bachelor of Applied Science (Speech Pathology)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASSPPA-06</td>
<td>Bachelor of Applied Science (Speech Pathology)</td>
</tr>
<tr>
<td>BPASSPPA6HON</td>
<td>Bachelor of Applied Science (Speech Pathology)(Honours)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses 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 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 Policy 2014.

4 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Speech Pathology).

(2) To qualify for the award of the pass degree, a candidate must complete 192 credit points of units of study in the order prescribed in the Table, including:

(a) 186 credit points of core units; and

(b) 6 credit points of elective units, chosen from the list of elective units in the Table.

5 Requirements for the Honours degree

(1) Honours is available to meritorious students who will complete an alternative set of units in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator and Associate Dean after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student’s Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.
To qualify for the award of the honours degree a candidate must:

(i) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Speech Pathology) Honours Table of units of study.
(ii) maintain a credit average or higher throughout the honours program.
(iii) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.
(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information:

(5) NSW Health Records and Information Privacy Act (2002)
Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/privacy.html

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass all Introductory Practice, Intermediate Clinic and Advanced Practice units of study. These units are critical to progression through the course:

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.
(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

6.9 Award of the degree

(1) The Bachelor of Applied Science (Speech Pathology) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) The honours mark will be determined in integrated honours by the following calculation:

\[
\text{Final honours mark} = \frac{2}{3} \times \text{FHS HWAM} + \frac{1}{3} \times \text{Yr 3/4 WAM},
\]

where the FHS HWAM is the average mark for honours units weighted as follows:
1 x BHSC3021 Honours A: Research Design
2 x BHSC4012 Honours B: Applied Research Skills
7 x BHSC4013 Honours C: Research Project

and the Yr 3/4 WAM is the average mark of all attempted Year 3 and Year 4 units of study, as specified in the Faculty table of units of study for the Bachelor of Applied Science (Speech Pathology), excluding Introductory Practice, Intermediate Clinic and Advanced Practice units of study.

(3) Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark Range</th>
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<tbody>
<tr>
<td>First Class</td>
<td>80 ≥ honours mark ≤100</td>
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<td>Second Class / (Division I)</td>
<td>75 ≥ honours mark &lt;80</td>
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<tr>
<td>Second Class / (Division II)</td>
<td>70 ≥ honours mark &lt;75</td>
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<tr>
<td>Third Class</td>
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</tr>
<tr>
<td>Honours not awarded</td>
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</tbody>
</table>

(4) Candidates for the award of the Honours degree, who do not meet the requirements, will be awarded the pass degree if they have completed the requirements for that award.

7.10 Transitional provisions

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

(2) Candidates who commenced prior to 1 January, 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2024. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Minor Course Amendment Proposal

Faculty: Faculty of Health Sciences

Contact person: A/Prof Corinne Caillaud

1. Name of award course
   Master of Diagnostic Radiography
   Master of Exercise Physiology
   Master of Medical Imaging Science
   Master of Occupational Therapy
   Master of Physiotherapy
   Master of Rehabilitation Counselling
   Master of Speech Language Pathology

2. Purpose of proposal
   The purpose of this proposal is to seek amendments to postgraduate award courses, currently offered by the Faculty of Health Sciences, which will be offered by the Faculty of Medicine and Health from 2020.

   These amendments are intended to be administrative in nature, in order to maintain a consistent set of requirements for courses that will be offered by the Sydney School of Health Sciences as we transition to the new Faculty structure. Requirements that were previously governed by the Faculty Resolutions for the Faculty of Health Sciences are proposed to now be included as part of the course resolutions.

3. Details of amendment
   The specific amendments are included in the attached documents for each course.

   In summary, the amendments specify requirements for credit, clinical placement requirements, and requirements for satisfactory progress, in addition to updating references to the Faculty of Health Sciences to now specify the Faculty of Medicine and Health.

4. Transitional arrangements
   The transitional arrangements are set out in the proposed course resolutions for each course.

5. Other relevant information
   These changes have been endorsed by the Faculty of Health Sciences Education Committee (the standing committee for approval of curriculum matters)

6. Signature of Dean

   [Signature]

   28/6/19
MASTER OF DIAGNOSTIC RADIOGRAPHY

Master of Diagnostic Radiography

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MADIARAD-01</td>
<td>Master of Diagnostic Radiography</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Admission to candidature

(1) Available places will be offered to qualified applicants based on academic merit, according to the following admissions criteria.
(2) Admission to candidature for the Master of Diagnostic Radiography requires a PhD, master's or bachelor's degree from an Australian institution or equivalent.

5 Requirements for award

(1) The units of study that may be taken for this course are set out in the Table of Units of Study for Master of Diagnostic Radiography.
(2) To qualify for the award of the Master of Diagnostic Radiography a candidate must complete 96 credit points of core units of study.

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for this course, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.
(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) **Student clearance for clinical placements**
The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University's Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) **Immunisation**
Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) **Working with Children check**
Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) **NSW Health Records and Information Privacy Act (2002)**
Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/privacy.html

**8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:

i. MRSC5026 Clinical Studies Radiography 1
ii. MRSC5027 Clinical Studies Radiography 2
iii. MRSC5028 Clinical Studies Radiography 3
iv. MRSC5029 Clinical Studies Radiography 4

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

**9 Transitional provisions**

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019 2020 and students who commenced their candidature prior to 1 January, 2019 2020 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2019 2020 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, 2024 2025. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
MASTER OF EXERCISE PHYSIOLOGY

Master of Exercise Physiology

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.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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</thead>
<tbody>
<tr>
<td>MAEXPHYS-02</td>
<td>Master of Exercise Physiology</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master's type

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

4 Admission to candidature

(1) Available places will be offered to qualified applicants based on academic merit, according to the following admissions criteria.
(2) Admission to candidature for the Master of Exercise Physiology requires the applicant to have a
   a) A bachelor of master’s degree in exercise science or a health-related discipline from the University of Sydney, or qualifications deemed by the faculty to be equivalent; and
   b) Extensive pre-existing knowledge in:
      i. human anatomy
      ii. human or exercise physiology and
      iii. research design and statistics; and
   c) Evidence of
      i. Current Exercise Scientist Accreditation (AES) with Exercise and Sport Science Australia; or
      ii. Completion of a bachelor or master’s degree accredited by Exercise and Sport Science Australia at the level of Exercise Science; or
      iii. An approved Graduate Entry Assessment from Exercise and Sport Science Australia
(3) 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.

5 Requirements for award

(1) The units of study that may be taken for this course are set out in Table A.
(2) To qualify for the award of the Master of Exercise Physiology a candidate must complete 72 credit points including:
   a) 60 credit points of core units of study
   b) 6 credit points of capstone unit of study
   c) 6 credit points of elective units of study
6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for this course, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

7 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University's Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University's Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information:


(5) NSW Health Records and Information Privacy Act (2002)
Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University's Placements web site for further information:

https://sydney.edu.au/students/clinical-placement-checks/privacy.html

6 Progression rules

Candidates who fail any clinical placement unit will be identified as not meeting academic progression requirements and become subject to the Progression provisions of the Coursework Rule.

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass all Clinical Placement units of study, which are critical to progression through the course.

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.
(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

7.9 International exchange

International exchange is not allowed in this course.

8.10 Award of the master's degree

This master's degree will be awarded in the pass grade.
MASTER OF MEDICAL IMAGING SCIENCE

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

Course resolutions

1 Course codes

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<tr>
<th>Code</th>
<th>Course and stream title</th>
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<tr>
<td>GCMDIMGS-01</td>
<td>Graduate Certificate in Medical Imaging Science</td>
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<tr>
<td>GNMDIMGS-01</td>
<td>Graduate Diploma in Medical Imaging Science</td>
</tr>
<tr>
<td>MAMDIMG-01</td>
<td>Master of Medical Imaging Science</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master's type

This master's degree is an advanced learning master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

The embedded courses in this sequence are:
(1) the Graduate Certificate in Medical Imaging Science
(2) the Graduate Diploma in Medical Imaging Science
(3) the Master of Medical Imaging Science

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

5 Admission to candidature

Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.
(1) Admission to candidature for the Graduate Certificate of Medical Imaging Science requires:
   (a) A bachelor’s degree or higher award in Medical Radiation Sciences from the University of Sydney, or qualifications deemed by the faculty to be equivalent.
   (b) 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 Diploma of Medical Imaging Science requires:
(a) A bachelor’s degree or higher award in Medical Radiation Sciences from the University of Sydney, or a qualification deemed by the faculty to be equivalent, or
(b) Completion of the requirements of the embedded graduate certificate in this discipline or qualifications deemed by the faculty to be equivalent.
(c) 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.

(3) Admission to candidature for the Master of Medical Imaging Science requires:
(a) A master’s degree in Medical Radiation Sciences or
(b) A pass bachelor’s degree with a credit average, or an honours bachelor’s degree from the University of Sydney, in Medical Radiation Sciences or qualifications deemed by the faculty to be equivalent; or
(c) Completion of the requirements of the embedded graduate diploma or graduate certificate in this discipline, or qualifications deemed by the faculty to be equivalent.

6 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Postgraduate Course Tables for Graduate Certificate / Graduate Diploma / Master of Medical Imaging Science.

(2) To qualify for the award of the Graduate Certificate of Medical Imaging Science a candidate must complete 24 credit points, including:
(a) 6 credit points of core units of study;
(b) A minimum of 12 credit points of elective units of study;
(c) A maximum of 6 credit points of research elective units of study from the Medical Imaging Science Research Elective Table.

(3) To qualify for the award of the Graduate Diploma of Medical Imaging Science a candidate must complete 48 credit points, including:
(a) 18 credit points of core units of study;
(b) A minimum of 12 credit points of elective units of study. With the permission of the Course Director a maximum of 6 credit points can be taken as elective units from units of study outside those listed in the Medical Imaging Science Elective Table;
(c) A maximum of 12cp of elective units of study from the Medical Imaging Science Research Elective Table.

(4) To qualify for the award of the Master of Medical Imaging Science a candidate must complete 72 credit points, including:
(a) 18 credit points of core units of study;
(b) A minimum of 12 credit points of elective units of study. With the permission of the Course Director a maximum of 12 credit points can be taken as elective units from units of study outside those listed in the Medical Imaging Science Elective Table;
(c) At least 6 credit points of capstone units of study

7 Specialisations

Completion of a specialisation is not a requirement of the course. Candidates enrolled in the Graduate Diploma or Master of Medical Imaging Science have the option of completing up to two specialisations. A specialisation requires the completion of 24 credit points chosen from units of study listed in the table for that specialisation. Units of study counted towards one specialisation may not count toward any other specialisation completed. The specialisations available are:
(1) Breast Imaging
(2) Computed Tomography
(3) Hybrid Imaging
(4) Magnetic Resonance Imaging
(5) Radiographic Image Interpretation
(6) Research Studies

8 Recognition of Prior Learning

(1) Waivers and credit may be granted or the volume of learning may be reduced in recognition of prior learning.
(2) Credit may be granted for up to 50% of course requirements for relevant incomplete postgraduate qualifications.
(3) Candidates offered direct admission to the Graduate Diploma or Master of Medical Imaging Science may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:
(a) The maximum permissible reduction in the volume of learning is 24 credit points for a qualification at level 8 of the Australian Qualifications Framework in a relevant discipline as defined by the Faculty of Health Sciences, Medicine and Health.
(b) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Medicine and Health Sciences to have conferred a volume of learning equivalent to that of a Graduate Certificate in a relevant discipline.

(4) The maximum combined credit and reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.

9 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

9.10 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.

11 Transitional provisions

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

(2) Candidates who commenced prior to 1 January 2020 may complete requirements in accordance with the resolutions in force at the time of their commencement.
MASTER OF OCCUPATIONAL THERAPY

Master of Occupational Therapy

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

Course resolutions

1 Course codes

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<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>MAOCCTHE-02</td>
<td>Master of Occupational Therapy</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 academic merit, according to the following admissions criteria.

(2) Admission to candidature for the Master of Occupational Therapy requires a PhD, master's or bachelor's degree from an Australian institution or equivalent. Applicants without a degree in a health related area such as medicine, nursing, allied health or health sciences or human functioning (education, anthropology, anthropometrics, built environment) must complete prescribed units of study in anatomy and/or psychology as electives.

5 Requirements for award

(1) The units of study that may be taken for this course are set out in the Table of Units of Study for the Master of Occupational Therapy.

(2) To qualify for the award of the Master of Occupational Therapy a candidate must complete 96 credit points of units of study, including:
   (a) 90 credit points of core units; and
   (b) 6 credit points of elective units, chosen either from the list of elective units in the Table or, with the approval of the relevant delegated authority Dean, from any postgraduate units offered by the Faculty of Health Sciences of Medicine and Health or by any other faculty in the University.

6 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for this course, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.
7 Requirements for students undertaking clinical placements

(1) **Certificate of competency in CPR**
Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) **Student clearance for clinical placements**
The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) **Immunisation**
Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) **Working with Children check**
Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) **NSW Health Records and Information Privacy Act (2002)**
Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/privacy.html

8 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:
   i. OCCP5237 Introduction to OT Theory and Practice
   ii. OCCP5238 Developing OT Prof. Skills in Practice
   iii. OCCP5239 Community Based OT Fieldwork
   iv. OCCP5240 Implementing Skills in OT Prof Practice
   v. OCCP5242 Reflexivity an OT Professional Practice

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.
6.9 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2019 2020 and students who commenced their candidature prior to 1 January, 2019 2020 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2019 2020 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, 2024 2025. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
MASTER OF PHYSIOTHERAPY

Master of Physiotherapy

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

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<th>Code</th>
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<tr>
<td>MAPHYSIO-01</td>
<td>Master of Physiotherapy</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

This master's degree 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 academic merit, according to the following admissions criteria.
(2) Admission to candidature for the Master of Physiotherapy requires the applicant to have a PhD, master's or bachelor's degree from an Australian institution or equivalent and to have extensive pre-existing knowledge in the following five areas:
   (a) human anatomy
   (b) human physiology
   (c) exercise physiology
   (d) neuroscience
   (e) psychology
   and it is desirable but not essential to have pre-existing knowledge of
   (f) motor performance and learning

5 Suspension, discontinuation and lapse of candidature

(1) The Coursework Policy specifies the conditions for suspending or discontinuing candidature and return to candidature after these events.
(2) Students enrolled in the Master of Physiotherapy are not permitted to suspend their candidature in the first semester of their enrolment.

5.6 Requirements for award

(1) The units of study that may be taken for this course are set out in the Table of Units of Study for the Master of Physiotherapy.
(2) To qualify for the award of the Master of Physiotherapy a candidate must complete 96 credit points of units of study, including:
   (a) 90 credit points of core units; and
(b) 6 credit points of elective units, chosen either from the list of elective units in the Table, or with the approval of the Dean, from any postgraduate units offered by the Faculty of Medicine and Health, or by any other faculty in the University.

7 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.
(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

8 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002)
Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/privacy.html

9 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:
   i. PHTY5180 Physiotherapy Practicum 1
   ii. PHTY5181 Physiotherapy Practicum 2
   iii. PHTY5182 Physiotherapy Practicum 3
   iv. PHTY5189 Physiotherapy Practicum 4

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.
(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

10.6 Transitional provisions

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

(2) Candidates who commenced prior to 1 January, 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2024. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
MASTER OF REHABILITATION COUNSELLING

Graduate Diploma in Rehabilitation Counselling
Master of Rehabilitation Counselling

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

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<tr>
<td>GNREHCOU-02</td>
<td>Graduate Diploma in Rehabilitation Counselling</td>
</tr>
<tr>
<td>MAREHCOU-03</td>
<td>Master of Rehabilitation Counselling</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 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 Rehabilitation Counselling
   b. the Master of Rehabilitation Counselling

2. Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of either 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 academic merit, according to the following admissions criteria.
2. Admission to candidature for the Graduate Diploma in Rehabilitation Counselling requires a PhD, master's or bachelor's degree from an Australian institution or equivalent.

6 Requirements for award

1. The units of study that may be taken for these courses are set out in the Table of Units of Study for the Graduate Diploma / Master of Rehabilitation Counselling.
2. To qualify for the award of the Graduate Diploma in Rehabilitation Counselling a candidate must complete 48 credit points of core units of study.
3. To qualify for the award of the Master of Rehabilitation Counselling a candidate must complete 96 credit points of units of study comprising:
(a) 84 credit points of core units; and
(b) 12 credit points of elective units, chosen from the Table.

7 Course transfer

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

8 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for these courses, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.
(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

9 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
   Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
   The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University's Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
   Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University's Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
   Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002)
   Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:
   https://sydney.edu.au/students/clinical-placement-checks/privacy.html

10 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:
   i. REHB5925 Fieldwork Practicum
   ii. REHB5082 Professional Practice 1
iii. **REHB5083 Professional Practice 2**

(2) Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

(3) Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

(4) Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

(5) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

### 11.6 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2019 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement provided that the requirements are completed by 1 January, 2024. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
MASTER OF SPEECH LANGUAGE PATHOLOGY

Master of Speech Language Pathology

Graduate Diploma in Communication Disorders

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.

Course resolutions

1 Course codes

<table>
<thead>
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<th>Code</th>
<th>Course title</th>
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<tr>
<td>MASPLAPA-01</td>
<td>Master of Speech Language Pathology</td>
</tr>
<tr>
<td>GNCOMMDI-01</td>
<td>Graduate Diploma in Communication Disorders</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 2014.

4 Admission to candidature

(1) Available places in the Master of Speech Language Pathology will be offered to qualified applicants based on academic merit. Admission to for the Graduate Diploma in Communications Disorders is only by transfer from the Master of Speech Language Pathology.

(2) Admission to candidacy for the Master of Speech Language Pathology requires:

   (a) A minimum of a bachelor's degree from an Australian institution or equivalent; and
   (b) Assumed knowledge in the following areas as specified in the applicable Table of Units of Study:

      (i) Phonetics
      (ii) Linguistics
      (iii) Anatomy of the Speech System
      (iv) Neurology of the Speech System.

5 Requirements for award

(1) The units of study that may be taken for this course are set out in the Faculty of Health Sciences Table of units of study for the Master of Speech Language Pathology.

(2) To qualify for the award of the Master of Speech Language Pathology a candidate must complete 96 credit points of core units of study.

(3) To qualify for the award of the Graduate Diploma in Communication Disorders a candidate must complete 48 credit points of core units of study prescribed for the Master of Speech Language Pathology.
6 Course transfer

A candidate for the master's degree may elect to discontinue study and graduate with the graduate diploma, with the approval of the Dean, and provided the requirements of the graduate diploma have been met.

7 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study for this course, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.
(2) Credit will not be granted for any unit of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

8 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR
Students must provide proof they hold an Australian current Cardiopulmonary (CPR) Certificate prior to attending their placement and that it is valid for the duration of the placement. Please refer to our University Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/first-aid.html

(2) Student clearance for clinical placements
The NSW Ministry of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/criminal-record-check.html

(3) Immunisation
Students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NHMRC guidelines. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/vaccinations.html

(4) Working with Children check
Students undertaking ‘child-related’ placements as part of their course are subject to the requirements of the NSW Child Protection (Working with Children) Act 2012 and the Working with Children Procedures 2014. For further information: https://sydney.edu.au/students/working-with-children.html

(5) NSW Health Records and Information Privacy Act (2002)
Students must familiarise themselves with the content of the NSW Health Privacy Management Plan and comply with the NSW Ministry of Health Code of Conduct, NSW Health Records and Information Privacy Act 2002 and Privacy and Personal Information Protection Act 1998. Please refer to the University’s Placements web site for further information:
https://sydney.edu.au/students/clinical-placement-checks/privacy.html

9 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 (as set out in the provisions relating to progression in the Coursework Policy), students must pass the following clinical educational fieldwork/professional experience units of study which are critical to progression through the course:
   i. CSCD5063 Clinical Practice 1
   ii. CSCD5067 Clinical Practice 2
   iii. CSCD5070 Clinical Practice 3
   iv. CSCD5072 Clinical Practice 4 – Adult
   v. CSCD5073 Clinical Practice 4 - Child
Students must meet all requirements of clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the requirements specified in the unit of study outline, and any relevant University policy or provision.

Students who have failed two units of study specified in Clause 8 (1) or twice failed the same unit of study identified in Clause 8 (1) will result in a student being asked to Show Good Cause as to why they should be allowed to re-enrol in their award course.

Students must complete at least one core unit per semester where core units are available for study in the normal progression pattern. Students who fail a core unit of study must repeat the failed unit at the first opportunity.

Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the highest delegated authority, be refused permission by the Faculty to undertake or continue the clinical educational fieldwork/professional experience component of their award. The Faculty reserves the right not to place a student in any clinical placement or other professional experience setting in any instance where the performance, personal or professional conduct of the student does not meet the required standard of the professional organisation, regardless of the fact that the student may be enrolled in the unit of study.

7 10 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, 2026. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Resolutions of the Faculty

Resolutions of the Faculty of Medicine and Health 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), 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

   (1) The Coursework Policy 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. Course specific rules relating to credit points limits are outlined in the relevant course resolutions.

2. Time limits

   (1) The Coursework Policy limits the time students may take to complete their course; part-time students should ensure their enrolment pattern allows completion within the maximum time. The Coursework Policy also defines how much time limits are affected by periods of suspension or absence.

3. Suspension, discontinuation and lapse of candidature

   (1) The Coursework Policy specifies the conditions for suspending or discontinuing candidature and return to candidature after these events. The Coursework Policy also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability. Course specific rules relating to suspension are outlined in the relevant course resolutions.

4. Credit for previous study

   (1) The Coursework Policy specifies the general conditions for the granting of credit for previous study to courses within the Faculty of Medicine and Health. Course specific rules relating to credit are outlined in the relevant course resolutions.
Part 2: Unit of study enrolment

5. Cross-institutional study

(1) Provided permission has been obtained in advance, the relevant delegated authority may permit a student to complete a unit of study at another institution and have that unit credited to the student’s course requirements, provided that:
   (a) the resolutions of the student’s course of enrolment do not specifically exclude cross-institutional study; and
   (b) the unit of study content is not taught in any corresponding unit of study at the University; or
   (c) the student is unable, for good reason, to attend a corresponding unit of study at the University.

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

6. Student Mobility

(1) The Faculty encourages students to participate in international student mobility programs. Rules relating to student mobility are outlined in course resolutions and the Outbound Student Mobility Policy 2018.

Part 3. Studying and assessment

7. Attendance

(1) Students are required to attend at the correct time and place of any formal or informal examinations. Non-attendance on any grounds insufficient to claim special consideration or special arrangement 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) The Coursework Policy 2014 defines student required attendance and participation and details are included within the relevant course resolutions, local provisions and unit of study outlines.

8. Late penalties

(1) It is expected that unless an application for special consideration, special arrangement or previously arranged disability adjustment has approved an extension, students will submit all assessment for a unit of study on or before the due date specified.

(2) If assessments are submitted after the due date or if an extension is not granted or is granted but work is submitted by the student after the extended due date, the late submission of assessment will result in an academic penalty.

(3) Rules relating to late penalties are outlined in Unit of Study Outlines and the Assessment Procedures 2011.

9. Special consideration or special arrangement

(1) Special consideration or special arrangement 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 provides full details of the University policy. The procedures for applying for special consideration, special arrangement or disability adjustment are described on the Current Students website.
10. Re-assessment

(1) The Faculty does not offer opportunities for re-assessment unless otherwise stated within the relevant course resolutions.

Part 4: Progression, Results and Graduation

11. 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 (as defined by the Progression requirements of the Coursework Policy), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

12. Award of the bachelor’s degree with honours

(1) Honours is available to meritorious students. Admission to candidature and requirements for the honours courses are in accordance with the Coursework Policy 2014 and relevant course resolutions.

(2) The honours mark will be determined as stated within the Coursework Policy 2014 and course resolutions.

1. University medal

(1) A student with an honours WAM and/or honours mark of 90 or above may be eligible to be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving student(s) who in the opinion of the Faculty have an outstanding academic record and overall degree performance, in accordance with the Coursework Policy 2014. Information on how the honours mark is calculated is included in the relevant course resolutions.

2. Weighted average mark (WAM)

(1) The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. WAMs are used by the University as one indicator of performance. For example, WAMs can be used in assessing admission to and award of honours, eligibility for prizes and scholarships, or assessing progression through a course. Information on how a WAM is calculated is included in the relevant course resolutions.

Part 5: Other

3. Transitional provisions

(1) These resolutions apply to students who commenced their candidature / degree after 1 January 2020 unless otherwise specified under the relevant course resolutions.

(2) Students who commenced their candidature prior to 1 January 2020 may complete the requirements in accordance with the resolutions in force at the time of their commencement, unless otherwise specified under the relevant course resolutions.
Resolutions of the Senate

1 Degrees, diplomas and certificates of the University of Sydney Faculty of Medicine and Health

(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 and Health, University of Sydney Medical School. 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, 2017 to 2020. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the School at the time.

2 Degrees

<table>
<thead>
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<th>Code</th>
<th>Degree Title and Streams</th>
<th>Abbreviation</th>
<th>Credit Points</th>
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<td>DDSc</td>
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<td>PhD</td>
<td>Research</td>
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### University of Sydney Faculty of Medicine and Health

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Note: * may be awarded with honours following a further year of study
^ May be awarded with honours in an integrated program.

### Double degrees

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* May be awarded with honours following a further year of study.

Note: Italicised items below degree names are streams within that degree.

4 Combined degrees

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^ May be awarded with honours in an integrated program.

* May be awarded with honours following a further year of study.

Note: Italicised items below degree names are streams within that degree.

5 Graduate diplomas

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Note: Italicised items below degree names are streams within that degree.

6 Graduate certificates

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Note: Italicised items below degree names are streams within that degree.
Purpose
Approval is sought for the 2020 Academic Calendars relevant to the Sydney Dental School and Nursing School, Faculty of Medicine and Health.

RECOMMENDATION

That the Academic Board approve the 2020 Academic Calendars for Sydney Dental School and Sydney Nursing School in the Faculty of Medicine & Health, with effect from 1 January 2020.

EXECUTIVE SUMMARY

The Sydney Dental School and Sydney Nursing School are seeking approval of the 2020 Academic Calendars for their Coursework offerings, as set out in the attached documents.

ATTACHMENTS

Attachment 1: Sydney Dental School 2020 Academic Calendar
Attachment 2: Sydney Nursing School 2020 Academic Calendar
## 2020 - BOH CURRICULUM MAP

### BOH1

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### Practical Remediation and Reassessment

- Replacement Exams / Theory Reassessment
- Practical Remediation & Reassessment
- Theoretical Remediation

### Assessment

- Break
- Theory Assessment

### Break

- Public Holiday
- Vacation
- Common vacation week
- Study Vacation
- Assessment
- Compulsory Hospital Orientation
- Rural Placement
- Health Collaboration Challenge

### Graduation Day Class of 2019: 20 March 2020

### Document date: 6/05/2019

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**Item 11.3 FMH - 2020 Academic Calendars**

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---

**Academic Board**

23 July 2019
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**YEAR 1**
- STUVAC
- Ortho & Perio Exam
- ASSESSMENT
- REMEDIATION
- REASSESSMENT
- ASSESSMENT
- REMEDIATION
- ASSESSMENT

**YEAR 2**
- STUVAC
- Ortho & Perio Exam
- ASSESSMENT
- REMEDIATION
- REASSESSMENT
- ASSESSMENT
- REMEDIATION

**YEAR 3**
- STUVAC
- Ortho & Perio Exam
- ASSESSMENT
- REMEDIATION
- REASSESSMENT
- ASSESSMENT
- REMEDIATION

**Reminders**
- Public Hol
- School Research Day
- Senate Vacations
- TREATISE
- Orthodontics Start Date

**Special Dates**
- Hospital Orientation and Core Course Week
- Ortho Start
- School Resumes
- Study Vacation
- Assessment
- Orthodontics Start Date

**Document date:** 6/02/19
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**Public Holidays**

- Australia Day, Monday 27 January
- Good Friday, Friday 10 April
- Easter Saturday, 11 April
- Easter Monday, Monday 13 April
- ANZAC Day, Saturday 25 April
- Queen's Birthday, Monday 8 June
- Labour Day, Monday 5 October

Note: The University agrees to two Universities Australia Common Vacation Weeks each year.

Note: The University is expected to close down for the Christmas breaks between 21/12/19 - 8/1/20 and 19/12/20 - 5/1/21 inclusive.
RECOMMENDATION

That Academic Board members acknowledge the work of the Culture Taskforce and the new governance measures outlined.

EXECUTIVE SUMMARY

The University's 2016-20 Strategic Plan recommended the establishment of a joint UE and AB Culture Taskforce. It was established in March 2017 and has met regularly since that time. This paper outlines the work of the Taskforce and the culture strategy. The Culture Strategy, successfully implemented, is critical to the delivery of a distinctive Sydney education and a culture of research excellence. A more inclusive institutional culture is designed to impact positively upon our curriculum design and delivery, research performance and engagement, and to our aspirations of excellence more broadly.

Successful implementation of the Culture Strategy depends upon collaboration across the University and our ability to understand what motivates staff and how this informs and shapes our plans.

Members of Academic Board may be aware that the current Director, Culture Strategy, Associate Professor Jennifer Barrett ends her three-year term in August and will return to her substantive role in the Faculty of Arts and Social Sciences. This paper is to outline a path forward for the continued success of the culture component of the University’s 2016-20 strategic plan for members of the Academic Board.

HIGHLIGHTS 2016-2019

Since the adoption of culture as a major component of the University 2016-2020 Strategy, there have been considerable developments in the University’s culture.

The focus of the Joint University Executive/Academic Board Culture Taskforce has been on strengthening the culture of our University community. The Taskforce has met monthly since March 2017 to consider diverse matters and to engage with initiative leaders for cultural competence, the Science in Australia Gender Equity project (SAGE), cultural and linguistic diversity (CALD), and award and sponsorship programs across the University. The approach of the Culture Taskforce is partly informed by comparable initiatives, reviews and reports at other universities. The movement across the University, led and supported by academic and professional staff throughout the institution, is remarkable given the Strategy is only just past the halfway point.

Thanks are due to members of the University Executive for their stewardship across discipline and portfolio areas and also to members of the Joint UE-Academic Board Culture Taskforce for their advocacy and insights in guiding and recommending actions supporting organisational change.

Nine Payne-Scott Professorial Distinctions were awarded for 2018 and 2019. These awards celebrate outstanding leadership and mentorship at the University and acknowledge leaders who truly live the University’s values, including demonstrating the capacity to disagree well. Nominations for the 2020 round are now open.

Events with Sydney Ideas were conducted in 2018 with two well-attended events exploring mechanisms for how to have Cultural Conversations. These forums allowed our staff to share perspectives with the wider
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University community about whether the worldwide rise in authoritarian-populism reflect a backlash to progressive cultural change, and what it means to disagree well. The program was supported by discussion papers prepared by the Joint UE-Academic Board Culture Taskforce on the topics of the value of disagreement and strengthening cultural and linguistic diversity at the University.

The development and circulation of two academic discussion papers by the Joint University Executive-Academic Board Culture Taskforce addressing key strategic initiatives on the subjects of Valuing disagreement and disagreeing well in the academy and Cultural and linguistic diversity amongst University staff cohorts. These papers underpin our “Cultural Conversations” program and discussions about strategic planning with faculties.

The University’s values were developed during the strategic planning process and finalised late in 2016. The values were distributed across the University by Marketing and Communications colleagues and have since informed the work of the culture strategy and the University more broadly. Staff News communications consistently use the values to demonstrate their centrality to all aspects of University life. The Vice-Chancellor’s Awards for Excellence, in their fourth year in 2019, are strongly promoted and attract wide interest and nominations from across academic and professional staff cohorts. A whole-of-University, peer-nominated reward program, the awards recognise impact, leadership, entrepreneurship, mentorship, and industry and community engagement, as well as outstanding performance in the support of research and education, and professional service. A total of 111 nominations for Awards were received in 2018, and 143 were received in 2019. The presentation of 14 Vice-Chancellor’s Awards for Excellence is part of the University’s Innovation Week in August.

The delivery of two reports on the inaugural Culture Survey, comprising detailed data analysis and commentary, by survey provider In sync Surveys, Research and Consulting and the Center for Economic and Social Research at University of Southern California Dana and David Dornsife College of Letters, Arts and Sciences. This was followed by online focus groups in November 2018. Findings informed further analysis supporting 2019-20 strategic planning. Key themes that emerged from the survey concerned gender equity, cultural and linguistic diversity, and workplace behaviours. Data from the Culture Survey has already informed work toward our University Science in Australia Gender Equity (SAGE) application for Athena SWAN Bronze Status and professional career development planning in HR. Further exploring culture survey findings will help ensure that recommendations for action reflect the voices of colleagues. Anonymised focus groups moderated on the C-Sight platform will occur in the week Wednesday 21 to Wednesday 28 November and a report from the third party provider will be submitted to the University one week later for sharing with the University community.

The National Centre for Cultural Competence describes cultural competence as the “ability to participate ethically and effectively in personal and professional intercultural settings.” The NCCC’s flagship Leadership Program, comprising face-to-face learning and sharing, online modules for comprehension and interactive contribution, and a retreat to the Murramarang Nature Resort on the New South Wales south coast, was, in its second year in 2018, fully subscribed. Academic and professional staff from across the University seeking intercultural leadership development will together experience and learn about Indigenous Australian knowledges, cultures and histories in the context of contemporary Indigenous realities and protocols.

The NCCC also hosted a national conference in 2018 at the University and the Deputy Vice-Chancellor Indigenous Strategy and Services portfolio worked with Healing our Spirit Worldwide – The Eighth Gathering, bringing together Indigenous peoples from around the world to celebrate the power of our knowledge and our wisdom, sharing stories with pride and purpose.

In March 2019, we submitted our application for a Science in Australia Gender Equity (SAGE) Bronze Award, the first tier in the Athena SWAN accreditation program targeting gender equity across discipline areas in science, technology, engineering, mathematics and medicine (STEMM). A Bronze application requires the University to document thoroughly, across a range of criteria common to 44 participating Australian institutions, the current status of gender equality and equity in those disciplines relative to career development, opportunity and progression. SAGE is already making a difference to how colleagues in STEMM areas think about meetings, appointments, governance, conferences and seminars and teaching. The SAGE team also contribute in important ways to the broader program of the culture strategy.

Now in its third year, the Vice-Chancellor’s Sponsorship Program for women of culturally and linguistically diverse backgrounds fosters the skills and talents of staff members who have the potential to move to senior
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University leadership roles. Women in the program meet regularly with the Vice-Chancellor and have created their own important supportive group that now operates as the Mosaic Network.

Our diversity and inclusion offerings continue to develop and support women at Sydney, although our Workplace Gender Equality (WGEA) reports and the work of SAGE show we still have work to do. The Panel Pledge is one approach to gender equity initiated by the Male Champions of Change, promoting gender equity on the University’s recruitment, promotion, committee, conference, event and other panels. We are also revising and refreshing relevant policies, systems, protocols and practices to reflect our commitment to realising gender equity.

The University celebrates the diversity of our staff and student community in many ways and in 2019 participated in the Sydney Gay and Lesbian Mardi Gras for the fourth time. In 2018 the University participated in the parade and annual festival and followed up with a hallmark academic conference in June, joining hands with the Ally Network and the 78ers, to commemorate the 40th anniversary of the first Mardi Gras in 1978. The Pride of place conference, attended by more than 190 delegates on 25 and 26 June, explored themes of intergenerational lesbian, gay, bisexual, transgender, intersex and queer experience, and celebrated the evolving purpose, identity and influence of Mardi Gras within the LGBTIQ community.

WORK IN 2019-2020

In 2019, the three strategies designed to strengthen our academic and organisational culture – developing leaders at all levels of the academy, embedding our values, and promoting understanding across institutional barriers – will align to the University’s areas of principal operational and strategic focus in the implementation of the Sydney Operating Model, the development and implementation of individual faculty and University School strategies through to 2021-22, and progressing planning for our Parramatta-Westmead campus.

As each faculty and University School begins a new cycle of strategic planning, the importance of strengthening our culture will be intrinsic to all aspects of research, teaching and community. Drawing on data from the culture survey, the Director is meeting one-on-one with Deans of faculties, and Deans and Heads of University Schools, to enquire how the culture strategy is currently applied in their disciplines and to explore the most effective ways culture survey data can be used to inform and support their strategic plans through to 2025.

The policy review work already underway will continue in 2019-20. With the University policy manager, the culture strategy identified a policy matrix for review, comprising the Code of Conduct for Students, the Code of Conduct - Staff and Affiliates, the Use of University IT Resources Policy, and the Public Comment Policy.

The Code of Conduct for Students is being reviewed within the DVC (Education) portfolio and has already been the subject of critical consultation with the University Executive and with student representatives. A decision has been made to replace the Use of University IT Resources policy with two policies, one for the Acceptable Use of ICT Resources and a Cyber Security policy and associated procedures, both of which are standard in large, complex organisations. Work on these policies is advanced. The Public Comment policy, not reviewed for more than 15 years, has particular complexities touching on academic freedom and, more broadly, freedom of expression, particularly in relation to the use of social media by both staff and students. It is a fine example of the need to acknowledge that University policy cannot be developed or reviewed in isolation. The policy has obvious interdependencies with the other policies in the agreed culture matrix and discussion about the revision has commenced with the culture taskforce, the Vice-Principal (External Relations), and the director of legal services. In the context of the recent Australian Government-initiated French Review into freedom of expression on University campuses and a federal election, the University’s recommendations to the Review must inform draft content in the Public Comment policy. Work on the review of the Code of Conduct - Staff and Affiliates has not commenced. Effective policy is integral to the life of the institution, so resolution of the challenges described requires careful and meaningful consultation, a clear and effective communications plan, and deep understanding of the application of policy as an instrument of University governance.

As stated, the implementation of an agreed SAGE Action Plan has commenced, and there is a need to consider the most appropriate and effective form of governance for the next stage of this significant program of work that is integral to the culture strategy. The implementation of the Action Plan is connected to, but not the same as, work toward the proposed pilot of the Institutional Silver Award Application which is intended to commence in 2020, pending the announcement of successful Bronze Award recipients later in 2019. Action Plan implementation across all academic and professional work areas will provide, over the period 2019-22, an
Confidential evidence base for the Silver Award Application, which is intended to have a focus, in terms of data acquisition and analysis and the experience of staff and students, on a number of Schools within the STEMM disciplines.

By way of distilling culture strategy work to date, a values campaign across all campuses is in development in partnership with University marketing colleagues and an award winning third-party creative agency. The campaign, focussing on the ways that collegiality and collaboration underpin our agreed values, will demonstrate how members of the academy, from early career teachers and researchers, including professional staff and through teams in some of our distinguished MDIs, to Payne-Scott Professors, live our values in their daily work. The campaign is due for delivery from early August 2019.

A distinctive feature of the development of the strategic plan is that it involved extensive conversation within the University about our shared values. Culture is inevitably in part the product of history, but it can also be shaped by shared reflection and by a commitment to evincing particular values in the ways in which we relate to one another and to the external world. These successes are our living proof that the University community shares these values as well as an ongoing commitment to implement them in our everyday operations.

GOVERNANCE STRUCTURE

Work toward delivery on all culture strategy initiatives set down in 2016 is therefore advanced, together with a stronger intellectual engagement with the proposition that our organisational culture is the foundation of achievements in education and research.

Yet there is an opportunity for reflection and perhaps improvements in our strategic governance to ensure we continue momentum. Our goal is, by the end of next year, to be truly confident that our culture has been transformed by the University Strategy and to consider at that time a vision supporting our culture beyond 2020.

With this in mind, we put forward the following suggestions for discussion and feedback.

1. Governance elements

The Vice-Chancellor will continue to lead the Culture Strategy, with the support of a Director, Culture Strategy. This signals the importance of organisational culture in the University’s strategic direction and that we demonstrate leadership at all levels as promised in 2016. However, there is a strong case for reforming other aspects of the governance structure.

In the current University strategy, we supported an initiative to establish a Joint UE-Academic Board Culture Taskforce which includes representation from a broad group of people across the University. Broadly, the taskforce acts as a consultative committee, driving and overseeing culture initiatives. In 2018, the culture strategy Program Control Board was established to monitor key dependencies, funding, adherence to strategy, scope and plans, and program risks and issues, aligning the governance structure to those supporting the education and research strategies.

The Taskforce was not equipped to drive action across the institution and the PCB is probably not sufficiently representative of executive members to ensure integration with our education and research strategies. We note that the original PCB membership included the DVCs Education and Research or their nominees, however their participation in so many other committees and governance forums limited their additional contribution to the culture strategy PCB.

There is scope, too, for more structured advice and guidance from the University leadership and, acknowledging mutuality and reciprocity, for the culture strategy to influence the University leadership.

The rationale for reform of the governance structure would be to:

(a) strengthen the relationship between the culture strategy and the University’s leadership (Senate, Senior Executive Team, University Executive), Academic Board; and

(b) provide clearer communication about the areas of work on organisational culture that are to be prioritised as part of the culture strategy through to the end of 2020.
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So, a refreshed governance structure for the culture strategy would involve the following:

1. In place of the Program Control Board, the University Executive would assume governance oversight of the culture strategy.

2. The formation of a Culture Advisory Council, providing high-level strategic advice. The Council could include distinguished senior leaders from outside the University, as well as from within.

3. The Director, Culture Strategy, would attend University Executive meetings on matters pertaining to culture, as is currently the case. This would ensure stronger integration of the culture strategy with the University Executive’s thinking and planning. It would also help embed the culture strategy into the research and education strategies, where appropriate.

4. The establishment, in place of the Culture Taskforce, of a number of dedicated working groups (up to four). Membership may include members of the former Taskforce. These working groups, each comprising up to four (4) academic and professional staff, will assist in implementing the culture strategy, and in signalling priority areas of work. The advice of the four working groups will inform the 2020 budget round in relation to culture strategy work.

5. The governance of the future SAGE strategy be a consideration for a new Director, Culture Strategy once appointed and, in a position, to provide advice.

2. Operational considerations and resourcing

1. The Director, Culture Strategy, would continue to operate in partnership with the Operations and Strategy portfolios broadly, and with the support of Chief Human Resources Officer. It may be appropriate to explore the secondment of a staff member of the Operations portfolio or HR to work on the culture strategy to ensure alignment between BAU and project initiatives and to strengthen this relationship, ensuring consistency between diversity and inclusion events, planning and training and culture strategy priorities.

2. The Director, Culture Strategy could draw upon strategic academic and professional secondments from other parts of the University, as well as strategic secondments from outside the University.

3. Given the Vice-Chancellor’s leadership of the culture strategy, the team will continue to sit within the Vice-Chancellor's portfolio.

4. Approved strategy funding will continue to end of 2019 and be renewed for 2020 with due consideration to 1.(4), being the role of the proposed working groups, and to 2. (1) and (2) above. Additionally, it is understood that there are ongoing strategic initiatives, such as the Payne-Scott Professorial Distinctions and the Vice-Chancellor’s Awards for Excellence, and inherent costs for 2020 consideration.

3. Connecting internally and externally

Our current strategy has a deliberate focus on staff culture. As we advance our student experience strategy and identify our aspirations for student life at the University, it is vital that we articulate the significance of links between our organisational culture broadly – our behaviours and policies to strengthen how we better tackle poor behaviour; our initiatives to recognise and celebrate exemplary leadership and mentorship together with scholarly achievement; and our efforts to broaden representation of cultural and linguistic diversity amongst our senior staff – and its influence on our students.

The next Director, Culture Strategy will therefore work with both the DVC (Education) and the incoming Pro Vice-Chancellor (Student Life) and the CHRO to ensure alignment across policy and procedures, especially the Codes of Conduct affecting staff, affiliates and students, as well as to achieve consistency in the expression of the meaning and application of our University values across the staff and student domains.

Similarly, following the review of the National Centre for Cultural Competence in 2019, there are clear opportunities to explore the nexus of cultural competence and our broader organisational culture. It is the case
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that the tenets of cultural competence – understanding the worldviews of others, the importance of critical reflection, the role of emotions in shaping our perceptions of others, and the compatibility of different knowledges and knowledge structures – are still not fully integrated into our efforts to strengthen our organisational culture, or into our education and research strategies.

Finally, there is untapped value in seeking informed, influential external advice about achieving culture change especially the “big” issues common to organisational culture – how people engage in public debate around cultural concepts or ideas and how gender equity and cultural and linguistic diversity are feasibly and effectively achieved. The next Director, Culture Strategy will engage with relevant external partners to bring a combination of commercial acumen and community experience and expertise to our strategic approach to strengthening University culture.
## APPENDIX – CULTURE STRATEGY INITIATIVES AND STATUS AT MAY 2019

<table>
<thead>
<tr>
<th>Name of strategies and initiatives</th>
<th>Description and status @ 17-5-2019</th>
<th>Primary responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 Demonstrate leadership at all levels</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Develop a leadership program that supports the University’s leaders and future leaders</td>
<td>In progress</td>
<td>Chief Human Resources Officer</td>
</tr>
<tr>
<td>2. Assess leadership performance against shared values</td>
<td>In progress</td>
<td>Office of the Vice-Chancellor and Principal with Chief Human Resources Officer</td>
</tr>
<tr>
<td>3. Strengthen policies, processes and practices to enable leaders to tackle and manage poor behaviour</td>
<td>In progress</td>
<td>Director, Culture Strategy with policy owners and policy administrators including PVC Student Life, ICT managers, VP (External Relations) and Chief Human Resources Officer</td>
</tr>
<tr>
<td>4. Create a professorial distinction that recognises outstanding leadership and mentorship</td>
<td>Completed, 2020 round now open</td>
<td>Director, Culture Strategy</td>
</tr>
<tr>
<td><strong>7 Embed our values</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Align values with recruitment, promotion, retention and performance management</td>
<td>In progress</td>
<td>Chief Human Resources Officer</td>
</tr>
<tr>
<td>2. Continue to implement existing programs in the areas of Aboriginal and Torres Strait Islander, women’s and LGBTI inclusion and develop new programs for people of culturally and linguistically diverse backgrounds</td>
<td>In progress</td>
<td>Director, Culture Strategy with Director, National Centre for Cultural Competence and Chief Human Resources Officer</td>
</tr>
<tr>
<td>3. Establish a joint UE/Academic Board culture taskforce</td>
<td>Completed 2017</td>
<td>Director, Culture Strategy</td>
</tr>
<tr>
<td>4. Communicate and celebrate exceptional performance</td>
<td>Completed</td>
<td>Director, Culture Strategy</td>
</tr>
<tr>
<td><strong>8 Promote understanding across institutional barriers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Expand orientation programs both centrally and locally for all new staff</td>
<td>Completed 2018, for monitoring and continuous improvement in 2019</td>
<td>Chief Human Resources Officer</td>
</tr>
<tr>
<td>2. Create pathways so that professional staff can develop careers across the University and between faculties and central services</td>
<td>In progress</td>
<td>Chief Human Resources Officer</td>
</tr>
</tbody>
</table>
Strategy partners

- Faculty strategic plans to include culture strategies with Office of the Vice-Principal (Strategy) and deans and Heads of School
- Disagreeing well/valuing disagreement discussion papers, symposia and podcasts
- Cultural and linguistic diversity discussion paper, report and symposia
- Charter of Academic Freedom and discussion paper
- Science in Australia Gender Equity (SAGE) submission of the University’s Athena SWAN Bronze Award Application and Action Plan in March 2019
- National Centre for Cultural Competence Leadership Program with Deputy Vice-Chancellor (Indigenous Strategy and Services)
- Vice-Chancellor’s Awards for Excellence with Office of the Provost, Deputy Vice-Chancellor (Education), Deputy Vice-Chancellor (Research)
- Vice-Chancellor’s sponsorship program for women of cultural and linguistic diversity with Workforce Development, Human Resources
- Diversity, inclusion and engagement events with Human Resources
- Mentally Healthy Sydney with Safety Health and Wellbeing, Human Resources
- Culture Survey with SAGE and Workforce Development, Human Resources

Strategy highlights

- Meetings with Deans and Heads of School and Deans contributing to culture strategy planning, followed by faculty workshops: Engineering (2017), Science (2017)
- Meetings with Deans and Heads of School and Deans contributing to culture strategy planning – all, May 2019
- Academic promotions with Office of the Provost, revisions to criteria, embed University values
- Developing our leaders with HR partners https://intranet.sydney.edu.au/careers-training/career-development/leadership-management/leadership-development-program.html
- “Effective Leadership” development program delivered to the Senior Executive Team, University Executive and all Deans and Heads of Schools throughout 2018
- National Centre for Cultural Competence Leadership Program fully subscribed in July and August 2018. A total of 127 staff members have now completed the CCLP
- VC’s Sponsorship Program for culturally and linguistically diverse women with HR partners
- Diversity, inclusion initiatives and events engaging staff and students https://intranet.sydney.edu.au/employment/support/equity-diversity.html
- Mentally Healthy Sydney with HR partners
- Award of nine Payne-Scott Professorial Distinctions in 2017 and 2018
- Academic discussion papers addressing key strategic initiatives on the subjects of Valuing disagreement and disagreeing well in the academy and Cultural and linguistic diversity amongst University staff cohorts
- Fully subscribed Sydney Ideas symposia within our Cultural Conversations series, July and September 2018
- Major University conference in June 2018 commemorating 40 years of the Sydney Gay and Lesbian Mardi Gras involving the participation of academics from eight other universities and eight national and state community organisations
- Largest ever field of nominations (111) for our annual Vice-Chancellor’s Awards for Excellence in August 2018
- Culture Survey reports released, including focus group reports, February 2019
- Submission of SAGE Bronze Application and Action Plan March 2019