ACADEMIC BOARD 27 NOVEMBER 2018

Chair: Associate Professor Tony Masters
Committee Officer: Dr Matthew Charet
University Secretariat | Office of the Vice-Chancellor
Quadrangle (A14)

NOTICE OF MEETING

Meeting 6/2018 of the Academic Board will be held from 2:00pm – 4:00pm on Tuesday 27 November 2018 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 unstared items are resolved as recommended.

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<th>Presenter</th>
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1. WELCOME AND APOLOGIES

1.1 Presentation of the Wentworth Medal

2 PROCEDURAL MATTERS

2.1 Starring of Items and adoption of unstared items

2.2 Minutes of Previous Meeting

2.3 Business Arising

2.4 2019 Membership of the Academic Board

2.5 Authority of the Chair

3 STRATEGIC ITEMS OF BUSINESS

3.1 Report of the Assessment Working Group 2018

3.2 Assessment Rubrics

3.3 Student Experience Strategy

4 REPORT OF THE CHAIR

4.1 General Report

Respect is a core value of the Academic Board
4.2 Culture Strategy Report

Jennifer Barrett  
attached

4.3 Student members’ report

Students  
verbal

4.4 End-of-year event and charitable collection

Chair  
verbal

4.5 Honours and Distinctions

Chair  
attached

5 REPORT OF THE VICE-CHANCELLOR

Vice-Chancellor  
attached  3:20pm

6 QUESTION TIME

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

Vice-Chancellor & Principal / Chair

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Jane Hanrahan  
attached  3:45pm

7.1 Outbound Student Mobility Policy 2018

7.2 GOFUS Rule Amendment

7.3 Learning and Teaching Policy 2015

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

7.5 Admissions / Coursework Policy Changes

7.6 Higher Degree by Research Coursework Implementation Model

7.7 Continuing and Extra-Curricular Education Procedures 2018

7.8 Educational Integrity Decision-Making and Penalty Guidelines 2018

7.9 Student Placement and Project Policy 2015

7.10 RTP Scholarships Policy 2018

7.11 Annual Report of Student Misconduct 2017

7.12 Annual Report of Student Appeals Body 2017

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Chair  
attached  3:45pm

8.1 Arts & Social Sciences: Bachelor of Arts/Bachelor of Advanced Studies (Languages)

8.2 Arts & Social Sciences: Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications)

8.3 Arts & Social Sciences: Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies)

8.4 Arts & Social Sciences: Bachelor of Arts and Bachelor of Social Work

8.5 Arts & Social Sciences: Bachelor of Economics; Bachelor of Economics and Bachelor of Advanced Studies

8.6 Conservatorium: Bachelor of Music
8.7 **Health Sciences**: Bachelor of Applied Science (Exercise Physiology)

8.8 **Health Sciences**: Bachelor of Applied Science/Bachelor of Advanced Studies (Exercise and Sport Science)

8.9 **Law**: Bachelor of Laws

8.10 **Engineering & IT**: Bachelor of Engineering Honours combined degrees

8.11 **Science**: Bachelor of Liberal Arts and Sciences

8.12 **Education Portfolio / BIS**: Bachelor of Advanced Studies

**Undergraduate Learning Outcomes submissions**

8.13 Sydney Law School course and component learning outcomes

8.14 Sydney Conservatorium of Music course and component learning outcomes

8.15 Faculty of Health Sciences course and component learning outcomes

8.16 Faculty of Medicine and Health course and component learning outcomes

8.17 Faculty of Business course learning outcomes

8.18 Sydney School of Architecture, Design and Planning course and component learning

8.19 Faculty of Arts and Social Sciences course and component learning outcomes

8.20 Faculty of Science course and component learning outcomes

8.21 Faculty of Business component learning outcomes

9 **REPORT OF THE GRADUATE STUDIES COMMITTEE**  Patrick Kelly  attached  3:45pm

9.1 **Engineering & IT**: Master of Transport

9.2 **Education Portfolio**: Master of Advanced Studies

9.3 **Science**: Master of Agriculture and Environment

9.4 **Law**: Juris Doctor course resolutions

9.5 **Engineering & IT**: Master of Professional Engineering (Accelerated)

9.6 **Business**: Master of Business Administration (Leadership & Enterprise)

9.7 **Arts & Social Sciences**: Master of Economic Analysis and embedded degrees

9.8 **Arts & Social Sciences**: Master of Crosscultural and Applied Linguistics and embedded degrees

9.9 **Arts & Social Sciences**: Master of International Relations, Master of International Security, Master of International Studies, and Master of Public Policy
9.10 Arts & Social Sciences: Master of Education and embedded degrees
9.11 Arts & Social Sciences: Resolutions of the Senate
9.12 Medicine & Health: Doctor of Clinical Dentistry
9.13 HDR Coursework Implementation
9.14 Amendment to Student Placement and Project Policy 2015 and introduction of Higher Degree by Research Internships Procedures
9.15 Amendment to the University of Sydney (Higher Degree by Research) Rule 2011

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE

10.1 Course Reviews
10.2 Course Monitoring: Outliers
10.3 Human/Animal Ethics Approval for HDR Students
10.4 Reforming the PhD Examination
10.5 Proposed changes to the University of Sydney (Higher Degree by Research) Rule 2011
10.6 English Language Proficiency Requirements

11 GENERAL BUSINESS

11.1 Nominations and Amendments to the Academic Panel 2018-2020
11.2 Business: Faculty Resolutions
11.3 Health Sciences: Faculty Resolutions
11.4 Conservatorium: 2019 Academic Calendar
11.5 Medicine & Health: 2019 Academic Calendar (Sydney Medical Program)
11.6 Medicine & Health: 2019 Academic Calendar (Sydney Nursing School)
11.7 Updated Timelines for 2020 Curriculum Approvals
11.8 Amendment of the Admissions Prerequisite Standards – Mathematics

Next meeting: 2:00pm – 4:00pm, Tuesday 5 March 2019
Level 1 Auditorium 1 & 2, Ground Floor, Administration Building (F23)
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<th>Author</th>
<th>Matthew Charet (Executive Officer to Academic Board)</th>
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<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
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<tr>
<td>Paper title</td>
<td>Minutes of the Previous Meeting</td>
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<td>Purpose</td>
<td>To ask the Academic Board adopt the minutes of the previous meeting held on 2 October 2018 as a true record.</td>
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RECOMMENDATION

That the Academic Board adopt the minutes of the previous meeting held on 2 October 2018 as a true record.

UNCONFIRMED MINUTES

ACADEMIC BOARD

2:00 pm, Tuesday 2 October 2018
Professorial Boardroom, Quadrangle (A14)

Members Present: The Chair (Associate Professor Tony Masters); Dr Michael Spence (Vice-Chancellor); Helen Agus (Science); Associate Professor Judy Anderson (Arts & Social Sciences); Dr Tim Anderson (Arts & Social Sciences); Professor Sally Andrews (Science); Natasha Arthars (HDR Student, Arts & Social Sciences); Associate Professor Salvatore Babones (Arts & Social Sciences); Dr Amanda Bude-Sung (Business); Dr Betty Chaar (Sydney Pharmacy School); Professor Geoff Clarke (Science); Professor Deborah Cobb-Clark (Arts & Social Sciences); Dr Stephen Cobley (for Associate Professor Evangelos Pappas); Dr Kimberly Coulton (Dentistry); Associate Professor Steven Cumming (Health Sciences); Associate Professor Wendy Davis (Chair, Academic Quality Committee); Professor Joerg Eberhard (Dentistry); Professor Alan Fekete (Engineering & IT); Denzel Florez (Student, Science); Dr Alan Freeman (Medical School); Professor Ofer Gal (Science); Professor Robyn Gallagher (Nursing); Professor Stephen Garton (Provost); Samir Gautam (for Donald Azaatulam); Professor Mark Gorrell (Medical School); Professor Manuel Graeber (Medical School); Imogen Grant (President, SRC); Associate Professor Thomas Grewal (Pharmacy); Professor Jane Hanrahan (Chair, ASPC); Dr Melissa Hardie (Chair, Undergraduate Studies Committee); Dr Christopher Hartney (Arts & Social Sciences); Professor Barbara Helwing (Arts & Social Sciences); Professor Matthew Hindney (Conservatorium); Dr Michelle Irving (Dentistry); Professor Annamarie Jagose (Dean, Arts & Social Sciences); Dr Sascha Jenkins (Nominee, Faculty General Managers Committee); Associate Professor Steven Kamper (Medical School); Associate Professor Annette Kotelaris (Medical School); Phoebe Kay (Student, Arts & Social Sciences); Dr Melanie Keep (Health Sciences); Associate Professor Patrick Kelly (Acting Chair, Graduate Studies Committee); Associate Professor Eric Knight (Pro-Vice-Chancellor (Research – Engagement and Enterprise)); Christina Lee (Student, Science); Daniel Lee (Student, Science); Weihong Liang (President, SUPRA); Associate Professor Sandra Loschke (Architecture); Dr Arunima Malik (Science); Dr Slade Matthews (Medical School); Professor Tricia McCabe (Health Sciences); Professor Andrew McLachlan (Head of School & Dean, Pharmacy); Dr Barbara Mintzes (Pharmacy); Tanya Mitchell (Law); Sayan Mitra (Student, Pharmacy); Associate Professor Nicole Mockler (Arts & Social Sciences); Dr Cat Moir (for Dr Fernanda Peñaloza) Associate Professor Lenka Munoz (Medicine & Health); Dr Shanika Nanayakkara (Dentistry); Jennifer Ong (Pharmacy); Associate Professor Rhonda Orr (Health Sciences); Associate Professor Juliette Overland (Business); Dr James Parkinson (Science); Associate Professor Maurice Peat (Business); Associate Professor Patrice Rey (Science); Professor Joellen Riley (Head of School & Dean, Law); Dr Justin Scanlan (Health Science); Dr Carl Schneider (Pharmacy); Associate Professor Rita Shackel (Law); Professor John Shields (for Professor Greg Whitwell); Dr Matthew Smith (Arts & Social Sciences); Dr Rayner Thwaites (Law); Dr Gareth Vio (Engineering & IT); Professor Donna Waters (Head of School & Dean, Nursing); Associate Professor Tim Wilkinson (Engineering & IT); Dr Narelle Yeo (Conservatorium).

Attendees: Kate Calhau (EA to the Chair of Academic Board); Lily Campbell (SRC); Dr Matthew Charet (Executive Officer); Professor Ross Coleman (Director, Graduate Research); Dr Melody Ding (for Item 4.4); Dr

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UNCONFIRMED MINUTES

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

1 WELCOME AND APOLOGIES

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

2 PROCEDURAL MATTERS

2.1 Starring of Items and adoption of unstarred items

No additional items were starred. All unstarred items were resolved as presented.

Resolution AB2018/5-1
The Academic Board resolved as recommended with respect to all unstarred items.

2.2 Minutes of Previous Meeting

The minutes of the meeting held on 7 August 2018 were accepted as a true record.

Resolution AB2018/5-2
The Academic Board adopted the minutes of the previous meeting held on 7 August 2018 as a true record.

2.3 Business Arising

The Chair informed members that the University Policy Manager has provided a number of corrections to course resolutions that are included in the Reports of the Undergraduate and Graduate Studies Committees, and that these comments will be incorporated into the final version of affected resolutions.

2.4 2019 Meeting Dates

This proposal was approved as presented.

Resolution AB2018/5-3
The Academic Board approved the revised 2019 meeting schedule for the Academic Board and committees, as presented.
3 STRATEGIC ITEMS OF BUSINESS

3.1 Ramsay Centre Memorandum of Understanding

The Provost opened the discussion of this item by contextualising its intent. He outlined a number of core principles: the need to ensure the academic independence of the University; the program needs to be a University program, with funds awarded on a ‘trust’ and ‘verify’ basis; and the University is to select students and staff and determine the award of scholarships. The MOU is a ‘pitch’ to a donor and they have the right to decline to fund if the Ramsay Centre is resistant to the University’s non-negotiable terms, and the University will likewise discontinue negotiations if the Ramsay Centre’s non-negotiables are not aligned with the University’s.

Reasons why we should investigate a possible relationship with the Ramsay Centre were enumerated, including the opportunity it presents to deliver an interesting program in an area of University expertise; the opportunity to bring significant additional funding to the humanities and social sciences; and the opportunity to ensure that other institutions do not receive the funding to potentially attract some of our best students. Countering this, the Provost identified reasons for not progressing this discussion, including fear that it will position the University as supporting a “Western superiority” political agenda in pursuit of funding; that the reputation of the University will be damaged thereby; that the program will be elitist as it will be aimed at a select group of students; that the draft MOU cedes University power to the Ramsay Centre; and that another institution has already rejected a relationship with the Ramsay Centre.

The Provost observed that any program emerging from an agreement with the Ramsay Centre will be elite, not elitist, with entry regulated – as with all University undergraduate award courses – by ATAR, and that alternative entry pathways will be available. He also informed members that the University already accepts significant philanthropy from the Ramsay Foundation, especially in the areas of medicine and health, and that the political views of individual members of the Ramsay Centre Board are not necessarily the views of the Board as a whole. It is imperative that this program be fully controlled by the University, and there is precedent at the University for the presence of donors on academic selection and scholarship panels; agreeing to such a condition therefore does not represent a departure from current University practice nor cede the University’s autonomy, with a University majority to be maintained in all decisions.

As to academic programs and concern that any Ramsay Centre-sponsored degree would be advocating Western supremacy, it is recognised that ‘Western civilisation’ is a contested term and does not relate to a monoculture. It provides an opportunity to reflect, for example, on post-colonialism, anti-imperialism and sexual identities. It is also important to acknowledge that the University currently offers programs in American Studies, European Studies and until recently Australian Studies, so this focus is not new and will sit alongside Asian Studies and non-European languages and cultures. Students in a Ramsay program will also be required to undertake course components such as majors and minors, which could be from non-Western subject areas such as Asian languages and cultural studies.

In discussion, members and visitors were provided with an opportunity to provide feedback on the MOU principles, and a number of observations were made in support of an opposition to the proposal:

- It is important to recognise that this proposal is whole-of-University, not solely the Faculty of Arts & Social Sciences.
- The MOU is light-touch, preserves the University’s autonomy, and provides scholarship opportunities for students. As such, we should be keen to learn more.
- The proposal embodies inherent racism and is potentially divisive by introducing stratification of academic disciplines, with scholarships inaccessible to students studying in other discipline areas such as Aboriginal or Arab and Islamic Studies.
- The proposal represents a “kick in the face” for staff loss in non-Western disciplines.
- Eurocentrism is not the only perspective through which to view the world, and the University should reject colonialism and colonial history.
- The proposal represents a deterioration brought about by a corporatised educational system, whereby political agendas can be advanced by corporate sponsorship;

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alternately, with the decline in public funding, universities are becoming increasingly reliant on philanthropy to support students and staff.

- Academic autonomy is supported by the MOU, and any program that emerges from this relationship would sit proudly alongside existing offerings.
- It is important to recognise that this potential gift will have a long-term, sustained positive impact and should be divorced from the personalities of current Ramsay Centre board members.
- There exists a tension between fundraising and principles, and the University should be able to say ‘no’ to the money.
- Having an MOU conversation before agreeing on a policy framework for donor funding for educational programs is “putting the cart before the horse”. We should develop the course first, then seek funding.
- The Council of the University of Sydney Association of Professors provided a statement that affirms that the draft MOU “provides sufficient confidence that academic autonomy and management control can be guaranteed to allow negotiation on an agreement to proceed”.

In response to the points raised, the Provost advised that the Gift Policy provides the framework for the current discussion, and that the University should have faith in its staff that any course funded by the Ramsay Centre will not advocate colonialism. It is also important to know whether a course will be funded before we unnecessarily expend staff resources on developing a course proposal.

The Chair extended thanks to all members for “disagreeing well”, and invited members to engage with an online survey for further opportunity to provide feedback.

4 REPORT OF THE CHAIR

4.1 General Report

The Chair informed members that he had participated in a campus tour during the recent Disability Inclusion Week, which raised awareness of the difficulties faced by disabled students and staff.

Resolution AB2018/5-4
The Academic Board noted the General Report of the Chair.

4.2 Student Members’ Report

The President, SRC, informed members that students had been interviewed for the current cross-faculty review on student wellbeing and safety, and that the SRC will also provide a written submission to this review. She advised that the impact of centralisation of Student Services has been raised repeatedly in these interviews, as has a sense of overwhelming. Significant delays remain in response times in some aspects of academic decision making, with a perceived dislocation between the response times mandated for students who raise issues and academics who respond to those issues. The Provost requested that specific incidents be provided to him for further investigation.

The President, SUPRA, advised that SUPRA was satisfied with the investigation of the Business unit of study matter raised at the previous meeting.

Resolution AB2018/5-5
The Academic Board noted the report of the student members of the Academic Board.

4.3 End-of-year event and charitable collection

The Chair invited recommendations for a charity for which funds would be raised as part of the end-of-year Academic Board event. These are to be forwarded to the Chair via the Executive Officer.

4.4 Honours and Distinctions

The Chair joined the Academic Board in recognising by acclamation the achievements of Dr Melody Ding, Professor Nalini Joshi and Professor Thomas Maschmeyer, who were in...
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attendance at the meeting.

Members noted the other honours and distinctions circulated with the agenda.

Resolution AB2018/5-6
The Academic Board noted the report of the Chair of the Academic Board on honours and distinctions and congratulated the recipients.

Action 159/2018: Chair of Academic Board to write to recipients congratulating them on their honours and distinctions.

5 REPORT OF THE VICE-CHANCELLOR AND PRINCIPAL

Further to the written report circulated with the agenda, the Vice-Chancellor informed members of the appointment of Professor Lisa Jackson Pulver as Deputy Vice-Chancellor (Indigenous Strategy and Services), commencing on 15 October 2018. He extended thanks to Professor Juanita Sherwood for doing a “phenomenal job” while acting in the role, and the Board joined him by acclamation in thanking Professor Sherwood.

The Vice-Chancellor also informed members that the University’s initiatives in the Parramatta / Westmead area are on the Senate agenda for discussion on 5 October, with a decision expected on whether the University continues to explore options with the NSW Government. The development of academic themes is progressing and a final version of these will be released when more mature.

Resolution AB2018/5-7
The Academic Board received and noted the written and verbal reports of the Vice-Chancellor.

6 QUESTION TIME

Professor Fekete requested advice from the Vice-Chancellor as to the lack of visibility of support mechanisms to assist academic staff to deal with increased workloads and enable them to be freed-up to concentrate on teaching and research rather than administration. The Vice-Chancellor deferred to the Provost, who observed that service times have shortened for some activities while acknowledging that some real issues remain to be addressed. A number of post-implementation reviews are essential to identify areas still requiring attention (especially in Student Administration Services). Members were advised that the University currently spends more than other institutions on administration, and that the current change processes are addressing this. The Provost also observed that local practices vary across the University so not all academics are being equally supported.

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Resolution AB2018/5-8
The Academic Board noted the report from the meeting of the Academic Standards and Policy Committee held on 11 September 2018.

7.1 Academic Promotions Normative Criteria

The Pro-Vice-Chancellor (Research – Engagement and Enterprise) informed members that this proposal had most recently been discussed at the Academic Standards & Policy Committee and feedback provided at that committee has been incorporated into the version circulated with the agenda. The proposal makes a case for promotion based on engagement as well as core research and teaching.

In discussion, the desirability of a wholesale review of the current promotions process was raised. The inability of the applicant to provide a rebuttal of the assessment of their application or challenge the appointment of particular people to the assessment panel were identified as areas for further scrutiny. It was noted that the incorporation of engagement criteria into the promotions process is not intended to be compulsory, but augments the existing criteria.

Members were advised that the proposal requires further input from the Office of General Counsel, then will be discussed by the University Executive Committee prior to implementation.

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Resolution AB2018/5-9
The Academic Board noted the Committee’s review of the Academic Promotions Normative Criteria as expressed in the Academic Promotions Procedures 2015.

7.2 Educational Services Agreements Policy 2017
Resolution AB2018/5-10
The Academic Board noted the Committee’s review of the Educational Services Agreements Policy 2017 and the recommendations offered.

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB2018/5-11
The Academic Board noted the report from the meeting of the Undergraduate Studies Committee held on 4 September 2018.

8.1 Science: Bachelor of Veterinary Biology / Doctor of Veterinary Medicine course resolution amendment
This proposal was approved as presented.

Resolution AB2018/5-12
The Academic Board approved the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine and approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2019.

Action 160/2018: 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 the course resolutions in CMS.

8.2 Engineering & IT: Bachelor of Engineering (Honours) new major in Intelligent Information Engineering
This proposal was approved as presented.

Resolution AB2018/5-13
The Academic Board:
(1) approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours;
(2) approved the amendment of the Course Resolutions arising from the proposal with effect from 1 January 2019; and
(3) approved the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2020.

Action 161/2018: Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to introduce a major in Intelligent Information Engineering in the Bachelor of Engineering Honours, and update course resolutions and unit of study tables in CMS.

8.3 Health Sciences: Bachelor of Applied Science course resolution amendment
This proposal was approved as presented.

Resolution AB2018/5-14
The Academic Board:
(1) approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy) and Bachelor of Applied Science (Speech Pathology); and
(2) approved the amendment of the course resolutions arising from the proposal, with effect from 1 January 2019.

Action 162/2018: 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
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(Diagnostic Radiography), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy) and Bachelor of Applied Science (Speech Pathology) and update course resolutions in CMS.

8.4 Nursing: Bachelor of Nursing (Post-Registration) course resolution amendment

This proposal was approved as presented.

Resolution AB2018/5-15
The Academic Board:
(1) approved the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Postregistration); and
(2) approved the amendment to the course resolutions arising from the proposal, with effect from 1 January 2019.

Action 163/2018: Executive 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 Nursing (Post-Registration) and update course resolutions in CMS.

8.5 Pharmacy: Bachelor of Pharmacy, Bachelor of Pharmacy (Honours); Bachelor of Pharmacy Management and Bachelor of Pharmacy Management (Honours) course resolution amendments

This proposal was approved as presented.

Resolution AB2018/5-16
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 to the course resolutions arising from the proposal, with effect from 1 January 2019.

Action 164/2018: Executive 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 in CMS.

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Resolution AB2018/5-17
The Academic Board noted the report from meeting of the Graduate Studies Committee held on 11 September 2018.

9.1 Engineering & IT: Master of Engineering, Master of Professional Engineering, Master of Professional Engineering (Accelerated)

This proposal was approved as presented.

Resolution AB2018/5-18
The Academic Board:
(1) approved the proposal from the Faculty of Engineering and Information Technologies to introduce a new major in the Master of Engineering, the Master of Professional Engineering, and the Master of Professional Engineering (Accelerated); and
(2) approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2020.

Action 165/2018: Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to introduce a new major in the Master of Engineering, Master of Professional Engineering and Master of Professional Engineering (Accelerated) and update unit of study tables in CMS.
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9.2 Conservatorium: Master of Music Studies (Conducting)

This proposal was approved as presented.

Resolution AB2018/5-19
The Academic Board:
(1) approved the proposal from the Sydney Conservatorium of Music to suspend entry to the Master of Music Studies (Conducting) for 2019; and
(2) agreed to recommend that Senate amend the Resolutions of the Senate arising from this proposal, with effect from 1 January 2019.

Action 166/2018: Head of School and Dean and School Manager, Sydney Conservatorium of Music, to note the Academic Board’s endorsement of the proposal to amend the Resolutions of the Senate for the Sydney Conservatorium of Music and update those resolutions in CMS.

Action 167/2018: Chair of Academic Board to recommend that Senate approve the amendment of the Resolutions of Senate for the Sydney Conservatorium of Music.

9.3 Architecture: Master of Philosophy (Architecture)

This proposal was approved as presented.

Resolution AB2018/5-20
The Academic Board:
(1) approved the proposal as amended from the School of Architecture, Design and Planning to amend the Master of Philosophy (Architecture); and
(2) approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2019.

Action 168/2018: Head of School and Dean and School Manager, School of Architecture, Design and Planning, to note the Academic Board’s endorsement of the proposal to amend the Master of Philosophy (Architecture) and amend course resolutions in CMS.

9.4 Architecture: Doctor of Philosophy (Architecture)

This proposal was approved as presented.

Resolution AB2018/5-21
The Academic Board:
(1) approved the proposal from the Sydney School of Architecture, Design and Planning to introduce resolutions of the University of Sydney School of Architecture, Design and Planning in relation to the Doctor of Philosophy; and
(2) approved the rescission of the course resolutions for the Doctor of Philosophy, with effect from 1 January 2019.

Action 169/2018: Head of School and Dean and School Manager, School of Architecture, Design and Planning, to note the Academic Board’s endorsement of the proposal to introduce resolutions of the University of Sydney School of Architecture, Design and Planning in relation to the Doctor of Philosophy and rescind course resolutions for the Doctor of Philosophy, and update course resolutions in CMS.

9.5 Higher Degree by Research: Research Training Program Scholarships Policy 2018

This proposal was approved as presented.

Resolution AB2018/5-22
The Academic Board approved the introduction of the Research Training Program Scholarships Policy 2018.


9.6 Higher Degree by Research: HDR Enhanced Scholarships

This proposal was approved as presented.

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Resolution AB2018/5-23
The Academic Board approved the proposal from the HDR Scholarship Sub-Committee to delay the award of HDR Enhanced Scholarships.

Action 171/2018: Chair, Higher Degree by Research Scholarships Sub-Committee to note the Academic Board’s approval to delay the award of HDR Enhanced Scholarships.

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE

Resolution AB2018/5-24
The Academic Board noted the report from the meeting of the Academic Quality Committee held on 4 September 2018.

10.1 Course Monitoring
This proposal was noted as presented.

Resolution AB2018/5-25
The Academic Board noted note the Committee’s discussion about course monitoring and its suggestions for quantities and values to be used to trigger additional investigation.

10.2 Appeals Reporting 2017
This proposal was noted as presented.

Resolution AB2018/5-26
The Academic Board noted the Committee’s discussion of appeals reporting for 2017 and its observations about the process.

10.3 Educational Integrity Trend Report, Semester 1 2018
The Director, Educational Strategy, informed members that overall cases of suspected Educational Integrity breach are up slightly, and that the gap between domestic and international students has increased during the reporting period (except in the Business School; this latter suggests that this is a manageable issue). The rate of recidivism is low, although ghost writing is on the increase. The Education Portfolio continues to investigate methods of detection.

This paper was noted as presented.

Resolution AB2018/5-27
The Academic Board noted the Committee’s discussion of the Educational Integrity Trend Report for Semester 1 2018.

10.4 Student Experience Survey (SES): 2017 Results summary
This proposal was noted as presented.

Resolution AB2018/5-28
The Academic Board noted the Committee’s discussion of the Student Experience Survey (SES): 2017 Results summary report, and its observations about the report.

11 GENERAL BUSINESS

11.1 2018 Level D and E Central Promotions Committee Membership
This paper was noted as presented.

Resolution AB2018/5-29
The Academic Board noted the changes to the Level D 2018 Central Promotions Committee membership. The membership complies with the Academic Promotions Policy, Schedule 3, Central Promotions Committees, terms of reference and operation.
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11.2 Arts & Social Sciences: Faculty Resolutions

This proposal was approved as presented.

Resolution AB2018/5-30
The Academic Board approved the proposal from the Faculty of Arts and Social Sciences to amend the Resolutions of the Faculty of Arts and Social Sciences for coursework awards, with effect from 1 January 2019, to bring the resolutions into alignment with the Learning & Teaching Policy 2015.

Action 172/2018: Dean and Faculty General Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the proposal to amend the Resolutions of Faculty for coursework awards and update the resolutions in CMS.

11.3 Arts & Social Sciences: 2019 Academic Calendar

This item was approved as presented.

Resolution AB2018/5-31
The Academic Board approved the amendment of the 2019 Academic Calendar for the School of Education and Social Work in the Faculty of Arts & Social Sciences, as presented.

Action 173/2018: Dean and Faculty General Manager, Faculty of Arts & Social Sciences, to note the Academic Board’s approval of the proposal to amend the 2019 Academic Calendar for the Faculty of Arts & Social Sciences.

11.4 Medicine & Health: Resolutions of Senate (Dentistry)

This item was approved as presented.

Resolution AB2018/5-32
The Academic Board agreed to recommend that Senate approve the proposal from the Faculty of Medicine and Health to amend the Resolutions of Senate for the Faculty of Dentistry, with effect from 1 January 2019, to suspend new enrolments in the Doctor of Clinical Dentistry (Prosthodontics), Graduate Diploma (Advanced Restorative), Graduate Certificate (Advanced Restorative), and Doctor of Clinical Dentistry (Special Needs), as presented.

Action 174/2018: Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s endorsement of the proposal to amend the Resolutions of Senate for the Faculty and update the resolutions in CMS.

Action 175/2018: Chair of Academic Board to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Dentistry.

11.5 Medicine & Health: 2019 Academic Calendar (Dentistry)

This item was approved as presented.

Resolution AB2018/5-33
The Academic Board approved the 2019 Academic Calendar for the Bachelor of Oral Health, the Doctor of Dental Medicine and the Doctor of Clinical Dentistry, with immediate effect.

Action 176/2018: Executive Dean and Faculty General Manager, Faculty of Medicine and Health, to note the Academic Board’s approval of the proposal to amend the 2019 Academic Calendar for the Faculty of Medicine and Health.

11.6 Science: 2019 Academic Calendar (Veterinary Science)

This item was approved as presented.

Resolution AB2018/5-34
The Academic Board approve the proposal from the Faculty of Science to amend the 2019 Academic Calendar for the Sydney School of Veterinary Science, as presented, with effect from 1 January 2019.

Action 177/2018: Dean and Faculty General Manager, Faculty of Science, to note the
Non-Confidential

Academic Board’s approval of the proposal to amend the 2019 Academic Calendar for the Faculty of Science.

11.7 Any other business

There being no other business, the meeting closed at 4:03pm.

The agenda pack for this meeting is available at: sydney.edu.au/secretariat/pdfs/academic-board-committees/AB/2018/20181002-AB-Agenda-Pack.pdf
Non-Confidential

Author: Matthew Charet (Executive Officer to Academic Board)
Reviewer/Approver: Associate Professor Tony Masters, Chair of Academic Board
Paper title: 2019 Membership of the Academic Board
Purpose: To advise the Academic Board of changes to membership of the Board and its committees

RECOMMENDATION

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

MEMBERSHIP OF ACADEMIC BOARD

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

- Professor Lisa Jackson Pulver is welcomed as the Deputy Vice-Chancellor (indigenous Strategy and Services), replacing Professor Juanita Sherwood. Members are invited to acknowledge the contributions Professor Sherwood made to the Academic Board during her service.

ELECTION OF STUDENT REPRESENTATIVES

As required by Part 5 of the University of Sydney (Academic Board) Rule 2017, elections for the appointment of student members to the Academic Board for a term of office commencing 1 January 2019 were announced via the University Noticeboard, in Staff News, and by direct email to those eligible to nominate, on Tuesday 2 October 2018. These elections were for a one year term of office for students (1 January 2019 through 31 December 2019 inclusive).

Nominations for these elections closed at 4pm on Tuesday 16 October 2018. In several categories of election, an equal number or fewer nominations were submitted than positions available, and so a number of nominees were declared elected unopposed (as permitted by clause 3.3(6)(a) of the Academic Board Rule). Two categories of election then proceeded to ballot, with ballots commencing on Tuesday 30 October 2018 and closing at 4pm on Tuesday 13 November 2018.

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

Students:

<table>
<thead>
<tr>
<th>Faculty/University school</th>
<th>Nominees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture, Design &amp; Planning</td>
<td>Amir Taheri (PG)</td>
</tr>
<tr>
<td></td>
<td>VACANT (UG)</td>
</tr>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>Yasodara Puhule-Gamayalage (UG)</td>
</tr>
<tr>
<td></td>
<td>Natasha Arthars (HDR)</td>
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<td>VACANT</td>
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<td></td>
<td>VACANT</td>
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<tr>
<td>Business School</td>
<td>Sarah Purvis (UG)</td>
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<td></td>
<td>David Lau (PG)</td>
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<tr>
<td>Conservatorium</td>
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<table>
<thead>
<tr>
<th>Engineering &amp; IT</th>
<th>Frank Fei (UG)</th>
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<tr>
<td></td>
<td>Wenjun (Jane) Lyu (PG)</td>
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<td>Health Sciences</td>
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<td>VACANT (HDR)</td>
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<td></td>
<td>VACANT (UG)</td>
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<tr>
<td>Medicine &amp; Health</td>
<td>Katharine Tu (UG)</td>
</tr>
<tr>
<td></td>
<td>Yeon Jae Kim (HDR)</td>
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<td></td>
<td>Ardalan Mirzaei (HDR)</td>
</tr>
<tr>
<td></td>
<td>Joshua Preece (PG)</td>
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<tr>
<td>Science</td>
<td>Clare Birch (UG)</td>
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<tr>
<td></td>
<td>Jett Ciao Ho (UG)</td>
</tr>
<tr>
<td></td>
<td>Rengen Parlane (UG)</td>
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<tr>
<td></td>
<td>Narjis Fatima (HDR)</td>
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<thead>
<tr>
<th>All Academic Board elected students:</th>
<th>Undergraduate 7</th>
<th>Postgraduate CW 4</th>
<th>HDR 4</th>
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These appointments can be broken down by gender, as follows:

<table>
<thead>
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<th>Gender</th>
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<tbody>
<tr>
<td>Male</td>
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<tr>
<td>Female</td>
<td>8</td>
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<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Matthew Charet (Executive Officer to Academic Board)</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
</tr>
<tr>
<td>Paper title</td>
<td>Authority of the Chair</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide authority for the Chair and Acting Chair to act on behalf of the Academic Board between meetings.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Board:

(1) authorise Associate Professor Tony Masters as Chair to act on its behalf in respect of any urgent matters that may arise between the Board meeting on 27 November 2018 and 13 January 2019 and between 4 February 2019 and the Academic Board meeting on 5 March 2019; and

(2) authorise Professor Jane Hanrahan as Deputy Chair to act on its behalf in respect of any urgent matters that may arise while the Chair is on annual leave, between 14 January 2019 and 3 February 2019 inclusive.

**AUTHORITY OF THE CHAIR OF THE ACADEMIC BOARD**

The Board is asked to authorise its Chair and Deputy Chair to act on its behalf in respect of any urgent matters that may arise between the Board meetings of 27 November 2018 and 5 March 2019, as set out in the recommendation above.
A RECOMMENDATION

That the Academic Board approve:

(1) the 2018 report of the Assessment Working Group, including:
   - interim definitions of the University graduate qualities; and
   - the suite of nine common draft University rubrics for faculties to refer to in making disciplinary interpretations and developing assessment plans.

EXECUTIVE SUMMARY

The Assessment Working Group was established in February 2017 by the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) to consider how best to implement the assessment-related initiatives articulated in the University’s 2016-20 Strategy. The enclosed final report for 2018, Assessment: Implementing a University-wide approach (Attachment 1) is the culmination of the Assessment Working Group’s work during 2018 to implement five recommendations endorsed by the Academic Board on 28 November 2017. During 2018, the working group has developed definitions and rubrics for the graduate qualities and a range of support documents to assist faculties and University schools during 2019 and 2020. The working group has outlined next steps for 2019 including completion of assessment plans for all undergraduate courses and components by the end of June 2019; validation of the draft common University rubrics; curriculum mapping and a proof of concept for software to track student attainment of the graduate qualities.

Included in the 2018 report are:
- interim definitions of the University graduate qualities;
- a suite of nine common University rubrics to measure student attainment of the graduate qualities;
- guidelines and an exemplar for faculties in making disciplinary interpretations of the common University rubrics;
- guidelines and templates for faculties in developing assessment plans for each undergraduate course and curriculum component;
- assessment plan exemplars which have been developed by the Faculty of Arts and Social Sciences and Faculty of Science;
- a list of undergraduate course and component coordinators;
- the intended process for assessing student attainment of the graduate qualities; and,
- a suggested approach to validation.

Attention is drawn to the definition of cultural competence which has been further developed from the version that the Academic Board noted at its meeting in March 2018, following input from the National Centre for Cultural Competence.
BACKGROUND

The Assessment Working Group was established with representation from all faculties and University schools during February 2017 by the Chair of the Academic Board and the Deputy Vice-Chancellor (Education) to undertake the work required to implement the assessment initiatives within the University of Sydney 2016-20 Strategic Plan (the Strategy). Set within the broader transformation of the undergraduate curriculum and learning experience, these initiatives commit the University to: ensuring the coordination of learning outcomes and assessment across the curriculum and at levels higher than units of study; reducing the total volume of assessment while also increasing the use of formative and authentic forms of assessment; and establishing, by 2020, a common approach for measuring and reporting students’ attainment of the graduate qualities.

On 28 November 2017, the Academic Board endorsed five key recommendations, detailed in the Assessment Working Group’s final report for 2017. These are the culmination of the working group’s investigation of the current practice of assessment at the University, along with its impact on students and staff. The following recommendations are intended to: ensure the embedding of the University’s graduate qualities within all undergraduate degrees; establish improved processes for coordinating learning and assessment at levels higher than units of study; create an environment in which teaching teams can develop innovative approaches to the design of learning experiences and assessment; improve feedback on learning to students and staff; and reduce the burden of assessment overall.

Recommendation 1: Ensure that learning outcomes for degrees and each curriculum component give expression to the graduate qualities
Recommendation 2: Map and plan assessment across the curriculum
Recommendation 3: Coordinate curriculum components and degrees
Recommendation 4: Use a common approach to assess the graduate qualities
Recommendation 5: Explore the use of the project units and other experiential units to assess student achievement of the graduate qualities

ISSUES

A suite of common University rubrics to assess the graduate qualities have been prepared by nine cross-faculty working parties convened by the Assessment Working Group (Attachment 1, Appendix 3). These rubrics have been revised on the basis of periodic advice throughout 2018 from the Academic Board, University Executive and their standing committees and external experts. The rubrics remain in draft form and will undergo validation during 2019 to determine whether they are effective instruments in measuring student progress towards attainment of the graduate qualities. The rubrics may undergo adjustment on the basis of this data. However, subject to approval by the Academic Board, the Working Group is of the view that the current stage of development gives a clear enough indication of components and developmental stages for faculties to begin developing disciplinary adaptations and assessment plans for all undergraduate courses and curriculum components.

Interim definitions of the graduate qualities were noted by the Academic Board in March 2018 (Attachment 1, Appendix 2). In developing the common University rubrics, the agreed graduate quality definitions and components were used to generate explicit criteria against which descriptors for performance at different levels were written. As part of this process, the interim definition of the graduate quality of cultural competence has been expanded on the basis of input from the National Centre for Cultural Competence (NCCC):

Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues.

This revised definition incorporates the University’s commitment to the objectives of the NCCC. The amendment will facilitate disciplinary interpretations of the rubric for disciplines with developed curriculums in indigenous knowledge and culture.
CONSULTATION

Consultation

Expert advice was provided to the Assessment Working Group throughout 2018 by the Sydney School of Education and Social Work’s Educational Measurement and Assessment Hub. Feedback on the draft common University rubrics to measure student attainment of the graduate qualities has been provided by University committees during May and July including the Education Strategy Program Control Board and the University Executive Heads of Schools, University Executive Education, Academic Board Undergraduate Studies and Academic Standards and Policy committees. Three external academics were also engaged to provide expert advice:

- Simon Walker (UK): Head of Educational Development University of Greenwich, London. He has implemented graduate qualities institution-wide for nearly 10 years.
- Terrel Rhodes (USA): VALUE rubric development staff member and Vice President for Quality, Curriculum, and Assessment Association of American Colleges and Universities.
- Leigh Wood (AU): Project Leader of the Graduate skills project for the Australian Learning and Teaching Council (Australian Government Department of Education) which involved development of a suite of graduate quality rubrics which were validated and implemented in the Macquarie University Business School.

Following an initial meeting during July 2018 between the Deputy Vice-Chancellor (Education), Deputy Vice-Chancellor (Indigenous) and Director of the National Centre for Cultural Competence, during August the NCCC provided feedback to the Assessment Working Group on the interim definition and draft common University rubric for the cultural competence graduate quality.

The Undergraduate Studies Committee endorsed *Assessment: Implementing a University-wide approach* on 30 October and discussed the report again on 13 November. The University Executive Education Committee noted the final report on 12 November.

ATTACHMENTS

Attachment 1 – *Assessment: Implementing a University-wide approach*, 2018 Assessment Working Group
Assessment
Implementing a University-wide approach
Assessment Working Group 2018
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### Executive Summary

In 2017 the University embarked on a major review of assessment in undergraduate degrees arising from the 2016-20 Strategic Plan. This was with the aim of developing a means of assessing the graduate qualities for all students, refreshing the assessment framework with interactive tasks and authentic assessment, better aligning assessment with learning outcomes and reducing any unnecessary assessment burden for both students and staff. Through revision of learning outcomes, creation of assessment plans, development of rubrics and providing resources for innovation in assessment task design and staff development, the University aimed to introduce assessment of graduate qualities in 2020, for the first graduating cohort of the new curriculum introduced in 2018. The results of the first measurement of graduate qualities in 2020 will initiate, for the first time, a feedback loop on student learning at the major and degree level, as well as at unit of study level. This will give staff improved curriculum clarity to foster learning through assessment, and an opportunity to use assessment resources more efficiently, thus freeing more time for learning, meaningful interaction and engagement.

Since the approval of the first Assessment Working Party Report a year ago, the University has:

- Appointed coordinators for all majors, programs, streams and degrees;
- Developed definitions and assessment rubrics for all nine graduate qualities;
- Revised learning outcomes to ensure they give expression to the graduate qualities;
- Piloted assessment mapping and the creation of assessment plans for completion in mid 2019; and,
- Developed plans to trial the rubrics in a range of units including ICPU units in 2019.

During 2019 the project will oversee:

- Completion of assessment plans for all undergraduate majors, programs, streams and degrees for submission by 30 June;
- Validation of the rubrics developed in 2018 to assess the graduate qualities across a range of units and disciplines;
- Provision of resources, through Strategic Education Grants, to create innovative assessment tasks, methods of assessing the graduate qualities and scalable ways of providing students and staff with improved feedback on learning;
- Mapping of units and assessment tasks to learning outcomes and graduate quality assessment;
- Proof of concept for software within the Learning Management System to provide feedback to students and reports to staff on student development of the graduate qualities;

This report contains resources to assist staff in carrying forward the project including:

- An overview of the proposed process for assessing graduate qualities;
- Guidelines, exemplars and an optional template for developing assessment plans;
- Draft definitions and common University assessment rubrics for the nine graduate qualities;
- A description of the validation process;
- Guidelines and exemplars on making disciplinary adaptations of these rubrics;
- Guidelines on creating and revising learning outcomes; and,
- A List of undergraduate course and component coordinators.
Implementation of recommendations in 2018

The 2016-20 Strategic Plan envisaged a refocused assessment framework involving a major review of assessment. This review involved assessing student attainment of the graduate qualities for undergraduate degrees, improving feedback on learning through innovative interactive learning design and gaining an overview of assessment at mid-level or degree level in order to coordinate and manage across units and, where needed, eliminate unnecessary repetition and minimizing drudgery. The intention was to ensure that assessment supports learning by focusing on discovery, while also achieving greater clarity over the aims and actual outcomes of student learning. The Assessment Working Group (AWG) was established by the Chair of the Academic Board and Deputy Vice-Chancellor (Education) during 2017 to develop and deliver this framework, and, on 28 November 2017 the Academic Board endorsed the 2017 report of the Assessment Working Group including the following five recommendations. Throughout 2018 the Assessment Working Group has driven implementation of these recommendations in line with its role in overseeing implementation of the assessment initiatives of the Strategy.

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

The Academic Board committed faculties to the responsibility of reviewing learning outcomes for all undergraduate degrees and, where relevant, streams, programs and majors to ensure that they give full expression to the Graduate Qualities. During June 2018 guidelines for review of learning outcomes, exemplars of course and component learning outcomes were distributed (Appendix 9). Faculties were also provided templates for all undergraduate courses and curriculum components (streams, programs, majors and standalone minors). Learning outcomes were due for submission to the University secretariat by the end of September, for review by the Undergraduate Studies Committee during October 2018. Pending approval by the Academic Board on 27 November 2018, revised learning outcomes will be uploaded by Educational Innovation into Sydney Curriculum to support curriculum mapping activities. Course and component learning outcomes will be included in the 2019 undergraduate University handbooks.

Recommendation 2: Map and plan assessment across the curriculum.

The Academic Board has resolved that faculties develop assessment plans for all degrees and relevant curriculum components (stream, program and major) by June 2019. The Assessment Working Group has developed materials to assist faculties to prepare and approve at faculty level an assessment plan that will give an overview of assessment for the course or component. Exemplar assessment plans have been developed by the Faculty of Arts and Social Sciences and Faculty of Science under supervision of the Assessment Working Group and with support from Educational Innovation (Appendix 7). Based on faculty feedback from this process, guidelines for writing assessment plans have been developed (Appendix 6) along with an optional template for faculties to use and adapt as necessary (Appendix 8). Funding of between $12,000 and up to $70,000 is available for educational innovation projects in the area of assessment tasks, and will be awarded via the Strategic Education Grants during December 2018. Submission of assessment plans for noting by the Undergraduate Studies Committee and the Academic Board will be to the University secretariat by 28 June 2019.

Recommendation 3: Coordinate curriculum components and degrees.

In the context of the University’s rich curriculum with many pathways and opportunities for building interdisciplinary learning, a coordinated way of managing assessment across the curriculum is needed. During March 2018 Deans appointed coordinators for each degree and specialization, major, stream and standalone minor (Appendix 10). $2.9 million was made available within the envelope of compact funding during 2018 as provision for faculties to
undertake curriculum development work during 2018. Additional support was provided to course and component coordinators to develop learning outcomes in the form of ‘Developing Leadership in Curriculum Design’ workshops and review forums led by Educational Innovation between April – August 2018.

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

The Assessment Working Group endorsed interim definitions of the University’s nine graduate qualities during January 2018 (Appendix 2). The agreed graduate quality definitions and components enabled drafting of a suite of nine common University rubrics to facilitate valid, reliable and consistent measurement of student attainment of the graduate qualities. An initial workshop on rubric development, facilitated by the Director of the Educational Measurement and Assessment Hub, took place on 1 February 2018. The workshop was attended by members of nine multi-faculty working parties, each tasked with development of a rubric for one of the graduate qualities. Following endorsement by the Assessment Working Group on 26 April 2018, draft rubrics were submitted to the University committees for feedback. A suite of international experts from the UK, USA and Australia were engaged to offer further guidance to working parties in revising the draft rubrics. Common University rubrics to measure student attainment of the graduate qualities were endorsed by the Assessment Working Group on 12 October 2018 (Appendix 3). Guidelines have been developed by the working group during 2018 to provide parameters for disciplinary interpretations of the common University rubrics (Appendix 4).

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

The Industry and Community Project Units (ICPUs) are intended to allow students to demonstrate disciplinary expertise by applying their knowledge to an authentic problem in an interdisciplinary context. In doing so, they create an opportunity for students to demonstrate many, and sometimes all, of the graduate qualities. As part of work to consider the assessment model in these units and the potential to use the common suite of graduate quality rubrics to evaluate student performance, the Associate Directors (Education – Enterprise and Engagement) contributed to Assessment Working Group discussions of the common University rubrics throughout 2018.
Next steps

In revising learning outcomes in 2018 and creating assessment plans by the end of June 2019, disciplines, schools and faculties will have an opportunity to refresh the assessment regime for each undergraduate degree and curriculum component (stream, program, major and ‘orphan’ minor (i.e., minor not attached to a major). Strategic Education Grants will provide resources for innovative approaches to assessment including the insertion of authentic tasks, development of assessment activities to assess development of the graduate qualities and scalable ways to improve feedback on learning to staff and students. The trial and further refinement of the common University rubrics during 2019 will help the University to prepare for the proposed first round of graduate quality assessment for the graduating cohort in 2020. During 2019 software options for capturing student achievement of the graduate qualities in tasks identified in assessment plans will be explored in order to provide ongoing feedback on student learning across the curriculum to students and teaching staff.

Assessment plans

During 2018 almost 3 million dollars in funding was provided through the Education compact process to support faculties in the revision of learning outcomes and development of assessment plans. In recognition of concerns about the impact on staff workload the Chair of the Academic Board and the Deputy Vice Chancellor extended the due date for assessment plans to 30 June 2019 and additional funding has been allocated in the 2019 compacts to complete this process. Ultimately, the plans will provide an overview of assessment within a given curriculum that allows staff to plan assessment more efficiently, ease any overburden for staff or students that may exist and free-up space for meaningful learning and engagement in authentic tasks. This means that assessment plans will need to be appropriately aligned with learning aims and prioritise authentic and other innovative assessment tasks. In developing the plans, issues of over-assessment and unnecessary repetition should be addressed, and careful consideration should also be given to further assuring the academic integrity of assessment, both within discrete units of study and across the breadth of curriculum components and courses.1 Assessment plans also provide an opportunity to make any disciplinary adaptations of the University-wide assessment rubrics developed by the Assessment Working Party during 2018 (Appendix 4).

Course and component coordinators

During 2019 coordinators will lead discussion around the development of assessment plans for their degree, stream, specialisation, program or major. Coordinators have an ongoing role in leading the alignment and coordination of the curriculum at levels intermediate to units of study and the degree. They are responsible for oversight for the learning outcomes, assessment plans and, from 2020, reporting annually to the faculty on students’ achievement of the graduate qualities based on data provided through the curriculum mapping and learning management system. Coordinators also play a crucial role in ensuring educational integrity within the curriculum through monitoring appropriate task design and overseeing risk assessment.

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1 For information on recent spikes in reported breaches of academic honesty, see the Educational Integrity Trend Report for Semester 1 2018: https://intranet.sydney.edu.au/teaching-support/educational-integrity.html.
Validation of common University rubrics

A rationale and description of an approach to validation by Professor Jim Tognolini is contained in contained in Appendix 11. The following plans for piloting rubrics in 2019 have been made to date. Expressions of interest in piloting one or more of the rubrics are encouraged from coordinators of all undergraduate courses, components and units of study via submissions to dvc.education@sydney.edu.au.

Industry and Community Project Units
$1.8 million will be invested during 2019 to co-fund specialist interdisciplinary teaching staff, in partnership with the faculties. This will provide support to faculties as the third and fourth year project units are implemented during 2019 and 2020. It provides an opportunity to collaborate on design of design assessment tasks within the ICPUs that will allow piloting of the common University rubrics. Additionally, assessment tasks are being designed around a selection of common University rubrics for delivery in an international ICU that will take place at the University of Cambridge in 2019.

Open Learning Environment
Where applicable, single University rubrics will be piloted in Open Learning Environment Units that will develop the relevant graduate quality.

Strategic Education Grants
Funding will be provided through the Strategic Education Grants for projects to be carried out during 2019 to support the design of innovative assessment tasks that measure attainment of the Graduate Qualities using the common University rubrics and improve feedback on learning in a scalable way. Up to $12,000 was available for an individual assessment task in a unit; $35,000 for a range of tasks spread across a curriculum component (stream, program or major) and $70,000 across the entirety of an undergraduate course.

Tracking and reporting student progress

IT solution
To support both students and staff to assemble the evidence of development and attainment of the graduate qualities, technological solutions are being assessed for proof of concept in 2019 that will integrate with the Learning Management System and can be used to provide feedback to students, reports to staff and to assemble a final statement of attainment. The software will coordinate data from Sydney Student on the majors and degrees in which students are enrolled, from Sydney Curriculum on the mapping of graduate qualities to units and individual tasks, and from Canvas on student performance in individual tasks identified in Sydney Curriculum as formative or summative tasks for the assessment of graduate qualities. Students will receive feedback on their development of graduate qualities across units, while staff will receive reports on student attainment of the graduate qualities at the unit, year, curriculum component and degree level. The feedback loop at a level higher than the unit of study will enable students to take a cross-curriculum view of their educational development, while staff will have an opportunity to measure the effectiveness of curriculums in developing graduate qualities.
Appendix

Appendix 1 Process for assessing student attainment of the graduate qualities

In the 2016-20 Strategic Plan the University of Sydney committed to a new set of graduate qualities for undergraduate degrees, to embedding the development of these graduate qualities in all programs and to assessing student attainment of them for all graduating cohorts (strategic initiative E4.4). This paper describes the process for assessing graduate qualities and for providing feedback to staff and students on the extent to which they have been developed during and towards the conclusion of their degree.

Summary

For each undergraduate curriculum, the graduate qualities will be assessed, typically in the final year, using either University-wide rubrics developed for each graduate quality or disciplinary adaptations of them. Assessment plans for each undergraduate major, program, stream or degree will identify the specific unit of study and task or tasks for the summative assessment of each quality. In addition, assessment plans will identify earlier points for each graduate quality where students will receive formative feedback. The units and tasks used for formative feedback and summative assessment of each graduate quality will be directly mapped to graduate qualities by the degree or component coordinator in Sydney Curriculum, the University’s curriculum mapping tool. Software in the learning management system, Canvas, will draw mapping data from Sydney Curriculum and collect and aggregate results from identified assessment tasks to provide feedback to individual students on their achievement and reports to teaching staff on student learning. On graduation, students will receive a summary report on their achievement of the graduate qualities using the results from the summative assessment in the final year, expressed in verbal terms derived from the rubrics and with appropriate graphics to indicate their achievement against the range of possible outcomes.

The process involves four key elements:

− the graduate qualities themselves
− the learning outcomes for the curriculum which give expression to them in the context of the learning aims of the specific discipline
− assessment plans which provide an overview of assessment for the curriculum and identify the units and specific assessment tasks for formative and summative assessment; and,
− rubrics at University-wide and discipline level which describe the components and developmental stages for each quality.

The process also makes use of key systems:

− the Sydney Student system which contains crucial information about the units, components and degrees in which a student is or has enrolled
− Sydney Curriculum, the curriculum mapping tool which stores information about learning outcomes, how the graduate qualities are mapped to them, their mapping to individual units and the individual units and tasks in which the graduate qualities are assessed both formatively and summatively; and,
− Canvas, the learning management system which houses software which harvests the formative and summative assessment data and creates reports for student and staff.

An important principle is that the qualities are not assessed independently and removed from disciplinary context but rather are embedded in each curriculum, whose learning outcomes give expression to those qualities in disciplinary terms. Similarly, the University-wide rubrics used to
assess the graduate qualities may be adapted according to disciplinary understandings of them, so that the components and developmental stages they describe and the feedback they provide are meaningful to the needs of the discipline, specialisation or profession which the student is pursuing. This creates the opportunity, where appropriate, to map disciplinary adaptations of the graduate qualities to the key capabilities identified as important by individual professions or accrediting bodies. The rubrics may be further adapted to be applicable to a specific task.

Process
Using assessment tasks to measure attainment of the graduate qualities

The assessor evaluates the evidence presented by the student in an assessment task or tasks against each of the components in the rubric and then arrives at an overall assessment of the student’s developmental stage for the graduate quality. It should be noted that developmental stages in the rubrics are not marks and should not be confused with them. Developmental stages within the rubrics may be linked to mark ranges associated with the descriptor numbers but this is not essential. While in some cases the mark for a task may be derived from the descriptor according to a mark range, it is also possible that the assessment of a particular graduate quality may be done in parallel with mark allocation by reviewing student responses to a task or a range of tasks in terms of the rubric. The decision on how this is done is up to the unit coordinator, with input from the component coordinator and other teaching staff as appropriate.

Under the derived model, a unit coordinator could, for example, assign an assessment task or a proportion of a task to a specific graduate quality and a mark range aligning with each developmental stage. After assessing all components for a graduate quality as set out in a rubric, the assessor arrives at an overall description of the student’s achievement of the graduate quality and assigns a mark within the mark range for that descriptor. Under the parallel model, the assessor may make a second review or reading of the student’s performance in a task or group of tasks, while the mark itself is determined through a separate heuristic. For example, a mark may be allocated according to answers to a series of responses to questions and/or performance in tasks, after which the responses may then be reviewed collectively, with specific focus on a particular quality, focusing the evidence that the student’s performance provides for the demonstration of that quality. On the basis of the review against each of the components of the graduate quality, the assessor arrives at an overall judgement of the developmental level which best describes the image that the evidence creates of the student.

In either method it is essential that students are aware of the tasks and rubrics that will be used to assess the graduate qualities and that the tasks are designed to enable them to present appropriate evidence of their achievement of the qualities. Rubrics are provided to students in Unit of Study outlines and other study guides. Self-assessment and peer assessment by students should be part of the pedagogical approach to developing the graduate qualities.

Tracking, providing feedback and reporting on student progress

To track student progress towards attainment of the graduate qualities, an application within the learning management system will collect information about performance in assessment tasks identified as assessing particular graduate qualities. Students are given ongoing feedback on their achievement of the graduate qualities using data drawn from the relevant assessment tasks in units across the curriculum according to the tasks identified in the assessment plan and recorded in the curriculum mapping system. The cumulative feedback given to students is given not as a number but in terms of the descriptor in the discipline-adapted rubric (whether students are given information about their performance in relation to others in their cohort is a matter yet to be resolved). The application will also collect enrolment information from Sydney Student in order to be able to aggregate student performance in graduate qualities within a unit, component or degree and generate reports for staff and faculty.
On graduation students receive a graduation supplement which indicates their achievement of the graduate qualities expressed using the descriptors in either the disciplinary-adapted or university-wide rubric and based on their achievement in the summative assessment tasks for the quality identified in the assessment plan. Where a student undertakes two majors a decision is needed on whether they would receive feedback for the graduate qualities for each major or, if not, how they would be combined. Where a student takes a program with an embedded major they receive the feedback according to the program, though would have access to the feedback within the major. A similar situation would apply for a stream which contains a program or major.

Levels of learning outcomes

Learning outcomes apply to degrees, curriculum components and units of study and articulate what a student will know and be able to do on completion. They should be written to give expression to the graduate qualities in terms of a specific curriculum. Learning outcomes for one component (e.g., unit of study) should be derived from the learning outcomes of any components or which they are a part (e.g., major, program or stream) which should in turn be derived from those for the award course of which they are a part.

Learning outcomes for an award course

The learning outcomes for an undergraduate award course should give expression to all nine graduate qualities though there need not be a one-to-one correspondence. Learning outcomes may encompass more than one graduate quality and the same graduate quality may be expressed in several learning outcomes.

Learning outcomes for a program, stream or major

The learning outcomes for a program, stream or major should align with and be derived from those for the award course or courses of which it is a component. They should particularise the higher-level course learning outcomes in the context of the learning within that component. As with learning outcomes for an award course, they should give expression to all nine graduate qualities; noting there may not be a one-to-one correspondence (Appendix 9). A learning outcome may give expression to more than one graduate quality and a single graduate quality may be expressed in several of the learning outcomes.

Learning outcomes for a unit of study

Learning outcomes for a unit of study should align with, and be derived from, one or several (but not necessarily all) of those for the program, stream or major. Where they are part of an award course that does not contain mid-level components (programs, streams, majors) they should align with and be derived from one or several of the degree learning outcomes. Unit of study learning outcomes will often give expression to one or more graduate qualities and where this is the case, it should be made apparent in the learning outcomes. However, only will special cases, such as in capstone or project units, will a unit of study have learning outcomes related to all or most of the graduate qualities. Where a particular assessment task within a unit or unit of study as a whole is identified within the assessment plan as a milestone within the major, program, stream or degree for formative or summative feedback for a particular graduate quality, the learning outcomes for that unit must give expression to that graduate quality.

Rubrics to measure student attainment of the graduate qualities

Assessment of the graduate qualities will use a set of aligned assessment rubrics for each of the graduate qualities. A University-wide set (the ‘common University rubrics’) will establish the definitions, components and developmental stages for each graduate quality. Disciplines may make adaptations of these University-wide rubrics to suit the concepts and developmental needs of each discipline. A further adaptation of these rubrics may be made at the level of individual assessment tasks within units of study. In each case, the adaptation is made to the
terms in the descriptor while the components, developmental stages and conceptual formulation remain unchanged (Appendix 4). Adaptations should be made so that a measurement of a student's achievement at the task level corresponds to the same developmental stage at the discipline and University-wide level.

Common University rubrics
The University-level rubrics enable the University community as a whole to establish the criteria (components) and developmental stages by which all staff and students may measure student achievement (Appendix 3).

Disciplinary interpretations of the rubrics
Disciplinary adaptations allow disciplines to adapt these criteria and stages to the needs and concepts of individual disciplines. For example, a profession such as nursing may require different communication skills to those needed in law even though the underlying concepts and stages transcend those differences.

Task level rubrics
Further adaptation may be required to apply disciplinary rubrics to specific assessment tasks where the demonstration of attainment will be much more contextualised and dependent on the nature of the task.

Alignment of the three levels is necessary in order to allow students and staff to measure both individual and collective development over the course of the degree or component and to create strategies for improvement both at the individual student level and the curriculum level.

Components, developmental stages and descriptors
The components of a graduate quality are the criteria according to which it will be measured (Appendix 3). The developmental stages, numbered 0 – 4 (5 stages) are the possible levels of attainment. 0 essentially indicates the quality is not effectively demonstrated by the evidence presented by the student in the assessment task or tasks, and the top level indicates the best it could be with the intervening stages representing levels in between. The descriptors capture an image of the developmental stage for each component. In the University-level rubrics the descriptors will be expressed in general terms. In the disciplinarily-adapted rubrics they will apply those concepts to the disciplinary context, while the descriptors in the tasks rubrics will describe the developmental stage in terms of evidence that can be demonstrated by the student in the task.

Assessment plans
Assessment plans assist in planning and managing the assessment within a degree, stream, program or major. They should ensure that:

- assessment assists the development of the learning outcomes and graduate qualities among students over the course of the component or degree;
- for each learning outcome there is opportunity for feedback; and,
- for each graduate quality there are specific units with tasks that provide formative feedback and a specific unit in the final year where a student's achievement would normally be assessed.

Appendix 6 gives further details for the development of assessment plans.
# Appendix 2 Interim definitions of the University graduate qualities

## Depth of Disciplinary Expertise

**Definition**

Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.

**Components**

- Understanding of conceptual space of recognised discipline
- Integration and rigorous application of disciplinary knowledge
- Awareness of the norms, culture and practice of the discipline
- Capabilities to participate in the evolving practice in the discipline

## Critical Thinking and Problem Solving

**Definition**

Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.

**Components**

- Definition of problem or issue in context
- Critical questioning of ideas, evidence and assumptions
- Creation and evaluation of hypotheses or alternative arguments
- Formulation of defensible conclusions and best possible solutions.

## Communication (oral and written)

**Definition**

Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.

**Components**

- Clear conveyance of meanings in terms original to the student
- Adjustment according to audience and context
- Use of media and modes appropriate to each communication
- Clarity of structure and organization of ideas

## Information and Digital Literacy

**Definition**

Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.

**Components**

- Location, interpretation and evaluation of data and information
- Management of data and information
- Adaptation, integration and conveyence of data and information
- Creation of data and information
- Effective use of digital resources, tools and strategies
<table>
<thead>
<tr>
<th>Inventiveness</th>
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<tr>
<td><strong>Definition</strong></td>
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</table>
| **Components** | Reimagines and reframes disparate ideas, observations or resources  
                 Creates novel, ideas, solutions or actions. |

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<thead>
<tr>
<th>Cultural Competence</th>
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<td><strong>Definition</strong></td>
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| **Components** | Awareness of one’s own cultural values and worldview  
                 Actively seeking to understand norms and values of other cultures |

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<tr>
<th>Interdisciplinary effectiveness</th>
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<td><strong>Definition</strong></td>
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</table>
| **Components** | Understanding of multiple viewpoints and practices  
                 Working effectively across discipline and professional boundaries  
                 Integrating and synthesising different ways of thinking  
                 Production of distinctive outcomes. |

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<thead>
<tr>
<th>An integrated professional, ethical and personal identity</th>
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<tbody>
<tr>
<td><strong>Definition</strong></td>
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| **Components** | Articulates a coherent ethical framework  
                 Reflects on the self in personal and professional contexts |

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<th>Influence</th>
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<tr>
<td><strong>Definition</strong></td>
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</table>
| **Components** | Responsibility for improvement through involvement and leadership  
                 Confidence, self-awareness and a willingness to learn from others  
                 Persuasiveness |
### Appendix 3 Common University rubrics

**Legend**

<table>
<thead>
<tr>
<th>Performance indicators</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td></td>
<td>No evidence available</td>
<td>Able to demonstrate application of given concepts, procedures and knowledge in straightforward contexts</td>
<td>In addition to level 1, able to demonstrate application of given concepts, procedures and knowledge in more complex contexts</td>
<td>In addition to level 1 and 2, able to demonstrate application of new concepts, procedures and knowledge in new and complex contexts</td>
<td>In addition to level 1, 2 and 3, able to demonstrate application, creation and integration of new concepts, procedures and knowledge at the highest level that could be envisaged.</td>
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</table>
# Depth of Disciplinary Expertise

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<tbody>
<tr>
<td><strong>Understanding of the content and boundaries of the discipline</strong></td>
<td>Describes in general terms what the discipline involves.</td>
<td>Identifies broad foundational ideas and concepts using formal terminology and nomenclature associated with the discipline.</td>
<td>Outlines ideas and concepts from a range of different topics and associated skills within the discipline in some depth.</td>
<td>Describes the concepts, instruments and skills within the contemporary context of the discipline and map into a framework, at times appreciating areas of inconsistency.</td>
<td>Analyses the concepts and methodologies within the historical perspective and the contemporary context of the discipline and synthesises these into a coherent intellectual framework with appreciation of disciplinary gaps and limitations.</td>
</tr>
<tr>
<td><strong>Application and integration of disciplinary knowledge</strong></td>
<td>Demonstrates general awareness of the kinds of activities an individual operating in the discipline undertakes.</td>
<td>Formulates broad ideas about the appropriate application of disciplinary knowledge. Identifies evidence or data which is germane and relevant to activities which characterise their discipline.</td>
<td>Utilises knowledge and skills drawing on basic, discipline-specific tools in activities that characterise their discipline and explains their choice of strategies using an integrated approach.</td>
<td>Integrates knowledge and skills using discipline-specific tools in applying their knowledge to the activities that characterise their discipline, justifying their decisions. Connects disciplinary knowledge into an overarching internal disciplinary framework.</td>
<td>Weighs and integrates knowledge and skills using hands-on, instrumental or abstract tools in activities that characterise their discipline, including the justification and defence of their application of knowledge and skills. Connects disciplinary knowledge into an internal framework and is able to position that knowledge into the wider context within which their discipline sits.</td>
</tr>
<tr>
<td>Awareness of the norms, practices and culture of the discipline</td>
<td>Outlines in general terms the formal norms and informal practices which affect the way in which practitioners within a discipline operate.</td>
<td>Outlines the regulatory practices of the discipline demonstrating an understanding of the internal workings of its culture.</td>
<td>Exercises judgement within the regulatory practices of the discipline demonstrating intricate understandings of the internal workings of the discipline; identifies actual and potential conflicts in the application and operation of cultural norms within the discipline.</td>
<td>Exercises nuanced judgement within the ethical and regulatory practices of the discipline demonstrating intricate understandings of the internal workings of the discipline in terms of the ways that it produces knowledge and artefacts, and how these are shared, assessed and accepted within the culture and practice of the discipline.</td>
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<tr>
<td>Capabilities to participate in the evolving practice in the discipline</td>
<td>Demonstrates awareness that disciplinary practice evolves, aware of broad historical changes which have occurred over time.</td>
<td>Analyses the ways in which disciplines evolve over time; supports analysis with relevant theoretical knowledge evidence and data.</td>
<td>Reviews knowledge that have led to differing perspectives and shares these while considering the interests and concerns of allied fields and disciplines.</td>
<td>Synthesises knowledge leading to expanded perspectives and insights, and negotiates the territories that the discipline shares with other fields. Advocates effectively to promote the evolution of disciplinary knowledge and practices in a range of contexts and situations.</td>
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## Critical thinking and problem solving

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<tbody>
<tr>
<td><strong>Definition of problem or issue in context</strong></td>
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<td></td>
<td>Describes the problem or issue.</td>
<td>Provides a basic definition of the problem or issue, and shows that the problem or issue is situated in a context.</td>
<td>Provides an informative definition of the problem or issue, shows that the problem or issue is situated in a context, shows understanding of the main features of that context and explains why these matter, defines key terms, identifies desirable features of possible solutions.</td>
<td>Insightful and articulate. Analyses a context by consulting a suitably broad range of informational sources, identifies and appropriately frames a problem or issue within that context, gives a detailed and clear definition of the problem or issue, explains why this problem or issue matters, sets out criteria against which to measure possible solutions.</td>
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<tr>
<td><strong>Critical questioning of ideas, evidence and assumptions</strong></td>
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<td>Listens to and understands the ideas of others.</td>
<td>Recognises that ideas, evidence and assumptions need to be examined, shows awareness of differences in perspective, shows sensitivity to possible bias and error, seeks out those who have knowledge and expertise.</td>
<td>Questions received ideas, evidence and assumptions, engages with the work of genuine experts, critiques fallacious rhetoric, engages in rational argument, assesses currently available evidence, provides evidence to justify conclusions.</td>
<td>Open-minded and intellectually rigorous. Critically examines received ideas, evaluates the credibility and the methodology of experts, engages with competing views from various historical, intercultural and interdisciplinary perspectives, locates and assesses new evidence.</td>
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<tr>
<td><strong>Creation and evaluation of hypotheses or alternative arguments</strong></td>
<td>Identifies and understands hypotheses put forward by others.</td>
<td>Recognises that current hypotheses and arguments may be suboptimal, assesses the existing hypotheses and arguments.</td>
<td>Generates new hypotheses and arguments, shows awareness of how they could be compared and tested, carries out these tests.</td>
<td>Creative and judicious. Generates original hypotheses and arguments, tests relevant hypotheses and arguments via reasoning, observation, or experiment, evaluates the results.</td>
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<tr>
<td><strong>Formulation of defensible conclusions and best possible solutions</strong></td>
<td>Recognises conclusions and solutions offered by others.</td>
<td>Formulates basic solutions or conclusions.</td>
<td>Offers a solution or conclusion based on engagement with the relevant evidence, defends this solution or conclusion in light of relevant evaluative criteria.</td>
<td>Wise and decisive. Decides on the balance of the evidence, formulates conclusion or solution clearly in their own words, identifies the proper scope and significance of the conclusion commensurate with methods used, explains why this conclusion or solution is best when measured against relevant evaluative criteria.</td>
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### Communication (Oral and Written)

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<tbody>
<tr>
<td>Communicates meaning in own words or 'voice'</td>
<td>Communicates meaning which for the most part clearly and accurately distinguishes own voice from that of external sources.</td>
<td>Accurately paraphrases and summarises meaning using own voice.</td>
<td>Communicates meaning unambiguously in their own voice, while integrating information from multiple sources to present alternative cases.</td>
<td>Communicates meaning skillfully and unambiguously in their own voice while synthesising and integrating information from multiple and conflicting sources.</td>
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<tr>
<td>Adjusts communication according to context (situation, audience, purpose and genre)</td>
<td>Adjusts communication in a manner that demonstrates awareness of given context.</td>
<td>Adjusts communication in a manner that demonstrates awareness of different contexts.</td>
<td>Adjusts communication in a manner that demonstrates sensitivity to a given context.</td>
<td>Adjusts communication in a nuanced manner, demonstrating sensitivity to given context demonstrated in communicative style.</td>
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<tr>
<td>Uses different modes, media and technology according to context</td>
<td>Uses different modes, media and technology in communication appropriately.</td>
<td>Uses a variety of appropriate modes, media and technology in communication to promote understanding and engagement.</td>
<td>Distinguishes between different modes, media and technology to enhance communication and to promote understanding and engagement.</td>
<td>Distinguishes between and uses different and appropriate modes, media and technology inventively to enhance communication and to enrich understanding and engagement.</td>
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<tr>
<td>Structures and organises ideas and information according to context</td>
<td>Structures and organises ideas and information logically</td>
<td>Structures and organises ideas, and information logically and clearly</td>
<td>Structures and organises ideas, and logically, clearly and cohesively</td>
<td>Structures and organises ideas persuasively, and information consistently with clarity, cohesion and logic</td>
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## Information and digital literacy

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<tr>
<td><strong>Scope of an information need</strong></td>
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<tr>
<td>Identifies main concepts when researching a straightforward question or problem, with minimal reference to context.</td>
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<td>Uses the context of an information need to inform its scope</td>
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<tr>
<td>Adapts approaches from multiple disciplines and uses them in more complex/specialised contexts</td>
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<td>Produces novel insights and approaches.</td>
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<td><strong>Location of data and information</strong></td>
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<tr>
<td>Applies commonly used search tools and strategies provided to access and select data and information</td>
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<td>Evaluates a variety of search strategies and sources and selects an appropriate set of these to use</td>
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<tr>
<td>Makes sophisticated use of search strategies and sources appropriate to a disciplinary context</td>
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<td>Critiques and creates well-designed search strategies and makes innovative choices of sources</td>
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<tr>
<td><strong>Interpretation and evaluation of sources</strong></td>
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<tr>
<td>Applies basic criteria provided to judge the appropriateness of data and information and gives meaning within a defined context</td>
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<tr>
<td>Independently applies basic criteria to judge the value of information in a disciplinary context</td>
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<tr>
<td>Adapts criteria recognised within disciplines to judge the appropriateness of data and information and extracts multiple meanings.</td>
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<tr>
<td>Creates and justifies innovative criteria to judge the appropriateness of data and information and systematically constructs insightful meanings from multiple perspectives.</td>
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<tr>
<td><strong>Adaptation, integration and synthesis</strong></td>
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<tr>
<td>Uses basic techniques to extract and organise information and data</td>
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<tr>
<td>Selects and applies basic extraction and synthesis techniques to organise more complex information</td>
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<tr>
<td>Extracts information from multiple sources, and, organises and synthesises it coherently to satisfy a clear purpose</td>
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<td>Extracts information in innovative ways, and, organises and synthesises data to create new knowledge.</td>
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<tr>
<td>Use of digital resources, tools, and strategies</td>
<td>Uses basic digital tools and strategies in simple ways under close supervision and guidance</td>
<td>Uses basic and intermediate digital tools and strategies in simple ways with minimal supervision and guidance</td>
<td>Applies best practice approaches when using digital tools and strategies and shows evidence of independently learning to use new and more sophisticated techniques</td>
<td>Evaluates and uses advanced features of digital tools in sophisticated ways and shows evidence of independently learning to use a diverse range of new tools and strategies in innovative ways.</td>
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<tr>
<td>Ethical and legal access and use of data and information</td>
<td>Follows ethical, legal and disciplinary standards under close guidance and supervision in sourcing data and information at a basic level to cite sources and indicate direct reuse</td>
<td>Independently follows ethical, legal and disciplinary standards in sourcing data or information at a basic level to cite sources and indicate direct reuse</td>
<td>Identifies and resolves ethical dilemmas in sourcing and interpreting data or information</td>
<td>Identifies ethical dilemmas in sourcing data or information and evaluates them using multiple frameworks in order to comply with ethical, legal and disciplinary standards.</td>
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## Inventiveness

<table>
<thead>
<tr>
<th>Creative thinking: coming up with ideas and using resources</th>
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<tbody>
<tr>
<td>Generates one-dimensional ideas and/or adopts resources within disciplinary norms and conventions.</td>
<td>Generates and connects similar ideas, and adopts resources within disciplinary norms and conventions.</td>
<td>Generates, connects and synthesises multiple ideas, and uses resources outside disciplinary norms and conventions.</td>
<td>Generates, connects and synthesises disparate ideas, and draws on resources in a way that demonstrates the ability to transcend and move between disciplinary norms and conventions.</td>
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### Process and strategy: implementing a plan*

* Might not apply to all disciplines

<table>
<thead>
<tr>
<th>Process and strategy: implementing a plan*</th>
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<tr>
<td>Follows a strategy that is identical with previously documented processes, and/or executes a plan that follows pre-set steps.</td>
<td>Follows an organised strategy that uses a combination of previously documented processes, and/or executes a plan that allows for flexibility and adaptation.</td>
<td>Follows an organised strategy that draws on previously documented processes, and a reflective execution of a plan that allows for flexibility and adaptation.</td>
<td>Follows an organised strategy that goes beyond previously documented processes, and reflective execution and evaluation of a plan that allows for flexibility and adaptation.</td>
<td></td>
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</tr>
</tbody>
</table>

### Outputs: developing concepts, solutions, processes or actions

<table>
<thead>
<tr>
<th>Outputs: developing concepts, solutions, processes or actions</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates outputs that are a copy to something existing, incomplete, not feasible and/or poorly contextualised.</td>
<td>Creates outputs that show original aspects, and/or that are mostly resolved, practical and/or contextualised.</td>
<td>Creates outputs that are original, and/or that are resolved, feasible and appropriately contextualised.</td>
<td>Creates outputs that are original, resolved, feasible and contextualised in unique and novel ways.</td>
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</table>
## Cultural competence

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness of one's own cultural values and worldview</strong></td>
<td></td>
<td>Growing understanding of one's own cultural values, worldviews and practices: which may include emerging understanding of one's own culture through disciplinary or theoretical knowledge.</td>
<td>Recognises the importance of understanding one's own cultural norms and values</td>
<td>Supports cultural difference on a personal, group/institutional and society level.</td>
<td>Possesses deep and broad understanding of one's own, group, institutional and societal cultures, and promotes that understanding among others.</td>
</tr>
<tr>
<td><strong>Understanding norms and values of other cultures: and ability to engage interculturally and cross culturally.</strong></td>
<td></td>
<td>Seeks knowledge and understanding of the norms and values of different cultures, which may be through engagement with disciplinary knowledge or theory.</td>
<td>Identifies the advantages gained and barriers overcome through inter- and cross-cultural understanding and collaboration.</td>
<td>Adopts a position of critical cultural reflection, and investigates cultural change with humility and sensitivity, whether independently or through active listening or active sharing, as appropriate.</td>
<td>Applies extensive understanding of other cultures and the ability to collaborate within and across cultural boundaries to promote ethically just outcomes, as appropriate.</td>
</tr>
<tr>
<td><strong>Ability to communicate across and between cultures</strong></td>
<td></td>
<td>Recognises the need to listen and communicate sensitively in culturally diverse settings (i.e.listening, speaking, writing, presenting)</td>
<td>Demonstrates sensitive listening and communication in culturally diverse settings</td>
<td>Initiates thoughtful, accurate and respectful listening and communication with others in culturally diverse settings</td>
<td>Implements high-level communication skills and complex understandings of cultural differences through a range of techniques to interact with a variety of stakeholders</td>
</tr>
</tbody>
</table>
### Interdisciplinary Effectiveness

<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>Understanding of</strong></td>
<td></td>
<td></td>
<td>Recognises and acknowledges different roles and viewpoints within an interdisciplinary team.</td>
<td>Considers likely boundaries, biases, ideas, criticisms and amendments contributed by other disciplines when addressing complex problems.</td>
<td>Articulates problem solving approaches by incorporating knowledge and perspectives within and across disciplines.</td>
</tr>
<tr>
<td>multiple viewpoints and practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Enacts ones' discipline-based academic and/or professional responsibilities while appreciating the diversity of knowledge from the wider community and disciplines.</td>
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<tr>
<td><strong>Integrating and</strong></td>
<td></td>
<td></td>
<td>Demonstrates receptivity, flexibility, and willingness to integrate new knowledge, skills, and behaviours as contributed by several disciplines.</td>
<td>Displays sensitivity, empathy, trust and commitment towards other's roles/positions in collective problem-solving.</td>
<td>Critically analyses and displays insights on one's own as well as team's strengths and limitations when contributing to the team's collaborative practice to achieve solutions to complex outcomes.</td>
</tr>
<tr>
<td>syntheising different ways of thinking</td>
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<td></td>
<td>Creatively adapts in their contribution to the team's collaborative practice in order to achieve shared solutions to complex outcomes.</td>
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</tr>
<tr>
<td><strong>Working effectively across discipline and professional boundaries</strong></td>
<td></td>
<td></td>
<td>Respectfully conducts oneself when identifying potential sources of conflict when working with other disciplines.</td>
<td>Seeks opinions, and provides timely, sensitive and constructive feedback to colleagues in the context of team culture.</td>
<td>Engages with a willingness to find a compromise between and within disciplines; including respectful conflict resolution where appropriate.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Displays situational leadership: Understands, interacts, manages and adjusts behaviour of self and others to achieve common goals.</td>
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<tr>
<td><strong>Production of</strong></td>
<td></td>
<td></td>
<td>Contributes towards developing a shared goal, and in negotiating the achievement of unified plan and distinctive outcomes.</td>
<td>Actively applies principles of collaboration in negotiating goals, plans and outcomes.</td>
<td>Engages in planning a collaborative solution whilst accommodating team's strengths, limitations, and opportunities.</td>
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<tr>
<td>distinctive outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evaluates critical success factors in proposing solutions to the defined complex problem.</td>
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</table>
# An integrated professional, ethical and personal identity

<table>
<thead>
<tr>
<th>Articulation of ethical values and practices</th>
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</thead>
<tbody>
<tr>
<td>Ability to identify core values of ethical conduct including, for example, justice, beneficence, integrity and respect for all human and non-human beings and the environment, and to describe where they may be relevant. Awareness of what it is to be ethical or not ethical and demonstrates capacity to contrast the ethical with the not ethical in specific contexts.</td>
<td>Ability to engage with core values of ethical conduct and identify the relevant issues that require consideration in a specific context/decision e.g. relevance of, and need for consent, confidentiality, disclosure, inter-cultural and intra-cultural agreement. Demonstrates ability to reflect on values, value-conflicts, and different views/positions that others may hold.</td>
<td>Demonstrates ability to think critically and can provide reasons for choices and actions with reference to core values of ethical conduct. Shows evidence that alternative views have been considered in own reasoning and decisions.</td>
<td>Ability to identify, articulate and respond with regard to all the relevant ethical considerations in any given context – providing clear reasons for choices and actions. Demonstrates appreciation of different perspectives, and roles, and the need to consider the value of alternative views/perspectives and how understanding the views of others allows us to develop and formulate our own ethical identity.</td>
<td></td>
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</tbody>
</table>

| Responsibilities | Awareness of the need to take responsibility for actions. Can give examples of specific actions that might/should/would be taken. | Takes responsibility for decisions and actions. | Takes responsibility for decisions and actions – taking into account the impact on other individuals. | Takes responsibility for decisions and actions – taking into account the impact on other individuals, society and the environment. |

| Articulation of ethical values and practices in professional contexts | Awareness of role-specific/professional ethical responsibilities | Awareness of role-specific/professional ethical responsibilities and is aware of the sources of these. | Awareness of role-specific/professional ethical responsibilities and demonstrates capacity to describe the source/s of these. | Ability to articulate role-specific/professional ethical responsibilities and demonstrates capacity to critique the source/s of these. |
## Influence

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Confidence and self-efficacy in leading others</strong></td>
<td>Understands themselves and their own abilities. Expresses own opinions when prompted.</td>
<td>Expresses own opinions without prompting. Shows capacity to understand others and how their actions may impact them.</td>
<td>Confidently attempts to influence others with an understanding of how their actions may impact others. Responds to new challenges. Able to reflect on their own leadership.</td>
<td>Leads with confidence and seeks out opportunities to lead others. Initiates reflection on leadership skills and puts in place strategies for self-development and successfully responding to challenges.</td>
<td></td>
</tr>
<tr>
<td><strong>Willingness to engage with, learn from and understand others</strong></td>
<td>Engages with others. Listens to others.</td>
<td>Will initiate tasks, engage with or learn from others within their own discipline.</td>
<td>Completes tasks and engages with and guides others within their discipline when directed. Attempts to identify the skills and needs of others and recognise their potential to contribute to shared learning. Considers a range of viewpoints.</td>
<td>Initiates and accepts accountability for tasks. Understands clearly what distinct knowledge may be learned from others and negotiates with others to take on relevant tasks. Mentors or empowers others to reach their potential. Actively seeks out opportunities to engage with others on a range of issues both within and external to their expertise. Seeks out new and diverse viewpoints and resources.</td>
<td></td>
</tr>
<tr>
<td><strong>Contextually relevant persuasion.</strong></td>
<td>Understands ethical persuasion.</td>
<td>Interprets the social context in which persuasion is required.</td>
<td>Persuades ethically, with knowledge of the social context, the beliefs, attitudes, motivations</td>
<td>Persuades with a clear understanding of their own ethical perspective, the relevant ethical framework</td>
<td></td>
</tr>
<tr>
<td>Effective techniques of persuasion.</td>
<td>Uses their own opinion in attempting to persuade. Uses structured arguments for persuasion.</td>
<td>When persuading, uses opinions of from themselves and others without providing reference or context. Can identify an appropriate audience. Arguments exhibit logic.</td>
<td>Persuasion supported by reference to evidence and/or the opinions of experts. Understands their audience and can identify an appropriate communication channel. Persuades with arguments that are coherent and have logical flow.</td>
<td>Persuades using high quality evidence including the opinions of experts and people with lived experience. Persuades using, where relevant, a range of appropriate communication channels. Persuades using arguments that are coherent, flow logically and synthesise relevant evidence.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4 Guidelines for disciplinary interpretations of common University rubrics

The purpose of disciplinary interpretations of common University rubrics is:

− To allow users to use disciplinary-specific language in describing criteria (components) and developmental stages;
− To allow users to expand a definition to incorporate aspects that are inherent to one discipline but not all. For example, in a design, music or visual arts major or a music major, a discipline may wish to expand ‘communication’ to include not just oral and written communication but also be visual, musical or artistic communication.
− To allow disciplinary emphasis on particular components of the rubric. For instance, in adapting the cultural competence rubric to disciplinary purpose, one discipline might emphasise awareness of one’s own cultural values and worldview, whereas another might emphasise the ability to communicate across cultural boundaries and in intercultural settings.

Disciplinary interpretations of the common University rubrics must:

− Retain the same dimensions as the common University rubrics including:
− aligning the performance indicators in the disciplinary rubric with those in the University rubrics in terms of developmental growth, complexity and conceptual level;
− adhering to the same increments of growth as students progress across performance levels; and,
− maintaining the same number of components as the common University rubric.

However, the terms within a component may be expanded. For example, to incorporate other forms of communication the components may be reordered in area of priority to show disciplinary emphasis, provided it is made clear which component of the common University rubrics each relates to.

Disciplinary interpretations of rubrics should:

− Be clear, detailed and complete; using language that can be understood by first-year undergraduate students.
− Ground the common University rubrics in a coherent disciplinary framework or knowledge domain.
− Facilitate design of assessment tasks in the discipline that will provide the evidence of what it is the students know and can do in relation to the relevant graduate quality.
− Use unambiguous and accessible language suitable to undergraduate students, referencing Bloom’s taxonomy\(^2\) where appropriate.

Implementation

− If there is a disciplinary adaptation of the University-wide assessment rubrics for the graduate qualities a copy of those rubrics must be endorsed by the Academic Board before their adoption and included in the assessment plans for the relevant course and curriculum component.
− If a disciplinary adaptation is made; the common University rubric should be published as a companion to demonstrate to students how this relates back to the way the University is measuring student attainment of the graduate qualities.
− Disciplinary rubrics should be validated and adjustments made to recalibrate them as necessary; noting any amendments need to be approved by the Academic Board.

## Appendix 5 Exemplar disciplinary interpretation of a common University rubric

Interdisciplinary Effectiveness rubric for interprofessional learning in a Health context (draft)

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
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<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of multiple viewpoints and practices</strong></td>
<td>Recognises and acknowledges different roles and viewpoints of other health disciplines, patients/clients and their families when working in a team.</td>
<td>Considers likely boundaries, biases, ideas, criticisms and amendments contributed by other health disciplines when addressing complex health issues.</td>
<td>Articulates safe solutions to complex health problems by incorporating knowledge and perspectives from multiple health and related disciplines.</td>
<td>Enacts ones' discipline-based academic and/or professional responsibilities while appreciating the diversity of knowledge in the service of patients/clients and communities.</td>
</tr>
<tr>
<td><strong>Integrating and synthesising different ways of thinking</strong></td>
<td>Demonstrates receptivity, flexibility, and willingness to integrate new knowledge, skills, and behaviours as contributed by several health-related disciplines.</td>
<td>Displays sensitivity, empathy, trust and commitment towards other’s roles/ positions in collective problem-solving around health-related problems.</td>
<td>Critically analyses and displays insights on one’s own and team’s strengths and limitations when contributing to the team’s collaborative practice to offer solutions to a community/patient/client problem.</td>
<td>Creatively adapts in their contribution to the team’s collaborative practice in order to achieve shared solutions to complex outcomes.</td>
</tr>
<tr>
<td><strong>Working effectively across discipline and professional boundaries</strong></td>
<td>Respectfully and ethically conducts oneself when identifying potential sources of conflict when working with other health disciplines and patients/clients.</td>
<td>Seeks opinions, and provides timely, sensitive and constructive feedback to colleagues in the context of team culture around patient/client community health related problems.</td>
<td>Engages with a willingness to find a compromise between and within disciplines around the needs of patients/clients and communities; including respectful conflict resolution where appropriate.</td>
<td>Displays situational leadership: Understands, interacts, manages and adjusts behaviour of self and others to achieve common goals which serves a strong patient/client/community perspective.</td>
</tr>
<tr>
<td><strong>Production of distinctive outcomes.</strong></td>
<td>Contributes towards developing a shared goal, and in negotiating the</td>
<td>Actively applies principles of collaboration in negotiating goals, plans and</td>
<td>Engages in planning a collaborative solution whilst accommodating</td>
<td>Evaluates critical success factors in proposing solutions to complex problems considering patient/client/</td>
</tr>
<tr>
<td>achievement of unified plan and distinctive outcomes.</td>
<td>safe patient/client centred outcomes.</td>
<td>team's strengths and limitations.</td>
<td>community priorities and expectations.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6 Guidelines for developing assessment plans

Rationale

Assessment plans provide a coordinated way of thinking about assessment across a particular curriculum, developing innovative tasks and approaches and placing them strategically, managing timing and workload and planning the development and assessment of learning outcomes and graduate qualities. Assessment plans provide the following opportunities:

− Assessment plans provide a way of monitoring the achievement of curriculum learning outcomes across a major, program stream or degree.
− Assessment plans help students and academics monitor the development of graduate qualities across the curriculum by locating the units and, where appropriate, the precise tasks where they are assessed.
− Assessment plans provide a means of managing the scale of assessment from both student and staff perspective and monitoring the amount, spread and timing of assessment across a course or curriculum component. Where appropriate they provide an opportunity to reduce duplication, manage volume and minimise drudgery. Where an assessment regime creates an onerous student workload or staff marking load, consideration can be given to rationalising the way assessment of outcomes is distributed across units, and replacement of some tasks with low-value or no-value formative feedback using interactive technology.
− Assessment plans enable academics to be aware of knowledge and skills being assessed in other units;
− Assessment plans provide an opportunity to think about how authentic tasks and innovative approaches can enhance a program of learning.

Purpose and use

For staff, assessment plans should be written to assist academics, including new academics joining the teaching of the component for the first time, better understand how students taking the component or degree will achieve the learning outcomes and develop the graduate qualities. They should provide a tool to enable academics to focus and refine assessment and make innovations within their unit in coordination with others. Although students would not be the primary audience for assessment plans, they should be available to students for their information. For students, assessment plans could provide an understanding of the broader purpose and goals of the assessments they undertake and a means of planning their study.

Terminology

**Authentic assessment** is assessment where students use knowledge and skills to solve meaningful real-world problems

**Formative assessment** is assessment primarily designed to provide feedback to staff and students that assist in planning and shape future learning. An assessment task may serve both a formative and a summative purpose.

**Graduate quality rubric** is a rubric designed to measure a student’s achievement of one of the University of Sydney’s graduate qualities. It may be either one of common the University-wide rubrics approved by the Academic Board for use across the University, or a disciplinary adaptation of one of those rubrics endorsed by the Academic Board for use within a particular discipline, degree or curriculum component. Both University-wide rubrics and their disciplinary adaptations may be adapted to specific tasks.
**Summative assessment** is assessment primarily designed to measure the extent to which a student has achieved learning outcomes. An assessment task may serve both a formative and a summative purpose.

**Threshold standard** is a standard of achievement in relation to a particular learning outcome or graduate quality that a discipline has determined is an essential minimum. Where a threshold standard is established, the assessment framework should use barrier tasks and/or mandatory pass requirements in assessment tasks to ensure it is met.

**Suggested steps to draft an assessment plan**

Since the purpose of assessment plans is to provide a way for academics to manage and plan assessment of learning across a curriculum, the format of the plan may vary from discipline to discipline. Assessment planning may involve an initial discussion among academics teaching the unit on:

- Approaches to building an assessment map of the curriculum;
- How to ensure learning outcomes are achieved and where they are assessed;
- The best units and tasks to assess the graduate qualities.

Once the plan is developed the plan may provide the basis for further discussion on introducing authentic assessment tasks and innovative approaches, making strategic use of online resources to provide better feedback at scale, eliminating unnecessary duplication and burdensome assessment.

The following steps are offered as suggestions only.

- State whether the assessment plan will be based on the nine common University-wide rubrics approved by the Academic Board for use across the University or a disciplinary adaptation approved by the Academic Board. If the latter, include the disciplinary adaptation in the plan.
- Using the learning outcomes approved by the Academic Board on 27 November 2018, describe how each of these will be developed as students progress through the course or curriculum component.
- Identify milestones across the course or curriculum component that provide opportunity for feedback on development of the learning outcomes and specify or create tasks that will illicit evidence that could form the basis for such feedback; mention opportunities for peer assessment and self-assessment by students of their own progress.
- Indicate where and how the graduate qualities would be assessed in the final year to measure students' final level of attainment for each quality. Decide on whether you would like to introduce threshold standards for students attainment of any particular graduate quality and ensure that assessment tasks are appropriate structured to ensure that standard is met.
- If needed, use narrative description to convey to students and academics a brief summary of the types of assessment typically used for milestone tasks and points of summative assessment.

**Steps to self-review the draft assessment plan**

- As students' attainment of the graduate qualities will be measured prior to graduation, it is crucial that all students be given the opportunity to develop each of the graduate qualities to their fullest. Note that course learning outcomes and components must include all graduate qualities but these will be spread across different units of study. Identify any gaps and look at building new tasks around the rubrics to address these.
- Please look for opportunities to reduce the overall volume of assessment across a course or component and identify opportunities to increase feedback on learning, introduce innovative interactive tools and increase authentic assessment.
A possible format

Learning outcomes
There may be value in isolating the graduate qualities that a particular learning outcome gives expression to

Learning outcome 1
  Graduate quality 1
  Graduate quality 2 … etc

Assessment map

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate quality 1</td>
<td></td>
<td>XXXX2345</td>
<td>XXXX3456</td>
</tr>
<tr>
<td>Graduate quality 2</td>
<td>XXXX1234</td>
<td>XXXX1345</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate quality 3</td>
<td></td>
<td>YYYY2345</td>
<td>YYYY3456</td>
</tr>
<tr>
<td>Graduate quality 4</td>
<td>ZZZZ1234</td>
<td>ZZZZ1345</td>
<td>ZZZZ2345</td>
</tr>
</tbody>
</table>

Development of Learning Outcomes
Insert a narrative description of no more than a paragraph for each outcome of how the outcomes will be developed over the course of the major/program/stream/award course

Assessment tasks
Describe the types of assessment tasks used to assess learning outcomes and graduate qualities.

Assessment Rubrics
If there is a disciplinary adaptation of the University-wide assessment rubrics for the Graduate Qualities provide a copy of those rubrics.
Appendix 7 Exemplars of assessment plans

Economics draft assessment plan

Bachelor of Economics – Economics major
Economics is a diverse, fascinating discipline that studies a wide range of issues that shape the broad framework of society – political, social and commercial. The School of Economics has a proud history as one of the most highly ranked centres in economics. This is reflected in our degrees, which promote a deep understanding of the key concepts of economics with a focus on contemporary issues of Australian and international importance. Our graduates are leaders in their fields – at the Reserve Bank, Treasury and other government departments, in global financial institutions, and with international agencies and NGOs. They also go on to further study at some of the finest institutions in the world.

The objective of the major in Economics is to equip students for the diverse range of careers which value the key skills of the discipline - understanding economic and social phenomena, analyzing economic data, and exploring alternative choices in addressing key challenges. The major builds the training in economics incrementally. It addresses the essentials of the discipline early in the degree, which opens a wide range of choice at senior level. This allows students to shape concentrations in areas of interest – in macroeconomics, or in areas of applied economic policy.

Note: The assessment exemplar described below relates to the Economics major within the Bachelor of Economics. This is embedded within the Economics program that incorporates additional core units of study beyond those that are included in the Economics major in degrees other than the Bachelor of Economics.
### Learning outcomes

Upon completion of study in the Economics major in the Bachelor of Economics, students will be able to:

<table>
<thead>
<tr>
<th>Major learning outcomes</th>
<th>Depth of Disciplinary Expertise</th>
<th>Broader Skills</th>
<th>Cultural Competence</th>
<th>Interdisciplinary Effectiveness</th>
<th>An Integrated professional, ethical and personal identity</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse and interpret consumer choice, the strategies of firms and government policy using microeconomic theories and principles.</td>
<td></td>
<td>Critical Thinking and Problem Solving</td>
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<td></td>
<td></td>
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<tr>
<td>Analyse and interpret economic outcomes and policies using appropriate macroeconomic theories and principles.</td>
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<td>Communication (oral and written)</td>
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<tr>
<td>Analyse and interpret economic events using a range of economic models.</td>
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<td>Information/Digital Literacy</td>
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<tr>
<td>Demonstrate an understanding of the rationales for and consequences of</td>
<td></td>
<td>Inventiveness</td>
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</tr>
<tr>
<td>Level</td>
<td>Description</td>
<td>Section 1</td>
<td>Section 2</td>
<td>Section 3</td>
<td>Section 4</td>
<td>Section 5</td>
</tr>
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</tr>
<tr>
<td>Level 1</td>
<td>government activity in the economy</td>
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<tr>
<td>Level 2</td>
<td>Clearly communicate the results and implications of informed and sophisticated economic analysis.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Level 3</td>
<td>Work independently and collaboratively to construct and defend a valid economic argument.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Level 4</td>
<td>Apply the principles of economics in a range of real world contexts or settings.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
Developing the Graduate Qualities

1000 level

At the 1000 level student complete four core units, Introductory Microeconomics (ECON1001), Introductory Macroeconomics (ECON1002), Introduction to Economic Statistics (ECMT1010) and ECMT1020 Introduction to Econometrics (ECMT1020) that provide the foundation for study at the intermediate level in year two.

Economics material is introduced in ECON1001 and ECON1002. Introductory Microeconomics introduces students to fundamental concepts in economics including scarcity, opportunity cost, the marginal principle and the role of incentives in shaping observed behavior. Following this the choices of individuals (or consumers) and firms are introduced to provide a framework through which the market mechanism is developed. Different market structures are introduced, and students are presented with the situations in which markets fail and how government intervention in market outcomes may enhance welfare. Students are also introduced to strategies considerations via game theory concepts. In ECON1002 students are introduced to the study of the economy a whole with a focus on relationships such as inflation and unemployment, and their relationship to government economic policy. Students are introduced to models that explain the main factors that determine the overall levels of production and employment in the economy, including the influence of government policy and international trade. This analysis enables an exploration of money, interest rates and financial markets, and a deeper examination of inflation, unemployment and economic policy.

ECON1001 and Econ1002 develop a range of GQs including Disciplinary Expertise; Critical Thinking and Problem Solving; Communication and Information/ Digital Literacy. Disciplinary expertise is developed through the presentation (and assessment) of core principles and the development of skills that are foundational to higher learning in the discipline of economics. Students are presented with models that describe the behavior and choices of economic agents. In the assessment tasks in ECON1001, students are required to demonstrate an understanding and an ability to apply those principles to novel circumstances in assignments and formal examinations. Formative assessments in the form of quizzes assess the students understanding of key concepts and application of basic principles. Critical thinking and problem solving are assessed in exams where students are faced with problems that require interpretation of information, and, the application of skills and knowledge to identify the solution to the problem.

Students also develop and are assessed on their digital literacy through written assessment tasks that requires some independent research. Both ECON1001 and ECON1002 contain a short self-contained essay that requires students undertake some research and identify appropriate sources. Essay/ term paper reflect a contemporary policy challenge that requires the application of knowledge and economic models to a specific problem. Essays use a rubric that assesses the ability of students to communicate the correct approach using a clear logical argument; the application of economic knowledge to the particular problem identified; and use of appropriate language and academic writing skills. In first year, students are also required to demonstrate an understanding of academic integrity through the completion of the ???.

Introduction to Economic Statistics (ECMT1010) and ECMT1020 Introduction to Econometrics (ECMT1020) introduce students to quantitative skills and knowledge widely applied in economic contexts. In ECMT1010 students are introduced to the use of computing technology for data description and statistical inference. Both classical and modern statistical techniques such as bootstrapping are introduced and students develop an appreciation for both the usefulness and limitations of modern and classical theories in statistical inference. Computer software skills are also developed as students are introduced to the analysis of real world datasets. In ECMT1020 standard approaches used in the analysis of economic data are introduced including the classical linear regression model (CLRM). Emphasis is place don understanding the underlying assumptions associated with associated with CLRM and the
challenge of estimation. Throughout, an emphasis is placed on Throughout we will try to emphasise the nexus between econometric theory and economic applications.

ECMT1010 and ECMT1020 develop a range of GQs including Disciplinary Expertise; Critical Thinking and Problem Solving; Communication and Information/ Digital Literacy and an Integrated Professional, Ethical and Personal Identity. Disciplinary expertise is assessed through formative quizzes (ECMT1010 and ECMT1020) and workshop assignments (ECMT1020) that assess student knowledge and skills in applying that knowledge to specific problems. Critical thinking and problem solving, digital literacy and communication skills are assessed in assignments that requires students demonstrate an ability to analyse real world data and communicate the results of that analysis in a clear manner. Assessments also contribute to the students development of a Professional, Ethical and Personal Identity. Analysis of data requires that students demonstrate knowledge of the underlying assumptions associated with the statistical and econometric models used, and, interpret the results with using an appropriate an appropriate professional lens.

Each of the core units at the 1000 level uses a summative assessment in the form of a final exam. Through the use of problem solving and longer written answers students are assessed on their Disciplinary Expertise; Critical Thinking and Problem Solving; and Communication skills.

2000 level

The core units in the Economics major at the 2000 level comprise the ECOS2001 (Intermediate Microeconomics) and ECOSS2002 (Intermediate Macroeconomics) and ECMT2150 (Intermediate Econometrics). These units build on the knowledge, models and skills developed in the 1000 level units and in doing so develop a similar range of GQs including Disciplinary Expertise; Critical Thinking and Problem solving; Communication and Information/ Digital Literacy at a more advanced level. The units represent the last point at which foundational knowledge is presented to the entire cohort and assessed before students have the opportunity to apply that knowledge in a range of disciplinary contexts.

As with the 1000 level units, the GQs reflect the content presented to students in these intermediate units and the assessment tasks assigned. In ECOS2001 students are introduced to more advanced theoretical models that are more mathematical, and assessments require students demonstrate Critical Thinking and Problem solving to higher level problems. In ECOS2002, students are assessed on their application of disciplinary knowledge to explain hypothetical macroeconomic shocks and identify the appropriate policy response. Communication skills and information literacy are assessed by through written assignments that require students to coherently explain the reasoning using higher level knowledge of macroeconomics and skills that are appropriate to students at the intermediate level. In ECMT2150 assignments assess student's digital literacy through the use of data and econometric analysis using statistical packages. Assessments in ECMT2150 in the form of written assignments assess students Professional, Ethical and Personal Identity by examining those skills assessed in ECMT1020 at a more advanced level.

3000 level

The third year in the Economics major in the Bachelor of Economics comprises 24 credit points of 3000-level selective units of study including 1 Interdisciplinary Project unit. Those selective units may be chosen from among 22 units that are currently available of which not all are taught in any given year. The selective units are of three broad types and these have been identified in the Appendix as list A, list B and list C. The units in list A can be characterized as ‘policy’ focused units, which often require the application of higher level economic knowledge.

3 Students accepted into the dedicated Honours stream undertake ECOS2901 (Intermediate Microeconomics Honours) and ECOS2902 (Intermediate Macroeconomics Honours) in lieu of ECOS2001 and ECOS2002 respectively.
and reasoning developed in intermediate units to specific disciplinary contexts. For example, ECOS3002 (Development Economics) applies macroeconomic and microeconomic principles to problems associated with the development of economies and communities; ECOS3011 takes the microeconomic knowledge and skills developed in ECOS2001 and applies it to questions around government tax and spending policies; ECOS3021 (Economics of Growth) takes the principles developed in ECOS2002 and considers more advanced models designed to explain economic growth. The second set of units (list B) are more technical in nature and associated with the development and application of higher levels of economic theory. For example, ECOS3005 (Industrial Organisation) develops advanced models of market behavior in imperfectly competitive markets and in doing so applies advanced game theoretic, or strategic decision-making tools (introduced initially in ECON1001 and ECOS2001) to understand market interactions. Similarly, ECOS3007 (International Macroeconomics) uses the knowledge and tools developed in ECOS2001 and ECOS2002 to examine economies in a global economic setting. Finally, list C contains units that take a more contextual and historical perspective of economics.

In all units, depth of disciplinary expertise is developed and assessed through the introduction of more advanced specialized models and their application to specific economic settings or problems.

Though assessment strategies differ across units, the units share a number of common features. In particular, the deepening of higher level theoretical and technical skills and or the application of those skills developed at the 2000 level to discipline specific problems. In the case of the units in A and C, assessments require an essay that develops and will be used to assess students communication skills (oral and especially written) and information and digital literacy skills. Students are required to and assessed on their ability to undertake independent research, adopt appropriate search strategies, and, the analysis of an economic problem and or economic data. Interdisciplinary effectiveness and cultural competence is developed and assessed in units in list A and C through the application of economic principles in novel social and policy settings, and the interpretation of historical and culturally specific economic developments. In each case, these GQs are assessed through analytical and interpretative essays throughout the semester and in summative assessment in final exams.

All units in list A, B and C will develop and assess critical thinking and problem solving. In the case of list B, the assessment will focus on high level analytical problem solving that is largely, though not solely, mathematical in nature. Students will use mathematical models and apply these to real world problems through formative assessment tasks and summative final exams. In list A and B, these GQs will be assessed using essays that require the application of higher order skills to problems in specific contexts.

Students undertaking the Bachelor of Economics will also complete ECON3999 (tentatively called Applications of Economics), an interdisciplinary project unit. That unit is currently under development. It is envisaged that students will work on specific projects, principle of an applied nature, that allows higher level economics skills and knowledge to be applied to a real world problem and GQs disciplinary expertise/ critical thinking & problem solving to be assessed. That real world problem will be drawn from discipline specific context such as health, education, financial services, and agricultural or resource contexts. An important aspect of the interdisciplinary nature of the unit is that Econ3999 will draw problems from other disciplines across the sciences (such as Environmental & Life Sciences); health, education and political science to provide context and for the policy challenges that are examined through an economic lens. As an example, trade issues can be conceptualized through the lens of international political science and the negotiations that proceed at the national and international level. The economic framework that is relevant may be game theory, but the political and international relations context provide the specific context in which disciplinary knowledge can be applied in an inter-disciplinary setting. Similarly, health, education, environmental and development issues provides disciplinary contexts in which economic knowledge, skills and solutions can be proposed. Hence, ECON3999 will allow assessment of a student’s interdisciplinary effectiveness. An important component of the assessment will be a
report that emphasizes data translation and the communication of economic concepts to disparate audiences (communication). Digital and information literacy will be assessed through the use and recognition of scholarly resources and analytical frameworks.

The problem based approach in ECON3999 will challenge students to apply their knowledge developed in core units at the 1000 and 2000 level to novel challenges, and thereby display and assess their inventiveness. It is envisaged that students will work in groups for at least part of the project, developing and allowing the assessment of a range of GQs including cultural competence (teamwork and the ability to work in diverse groups), influence and an integrated professional, ethical and personal identity. Ultimately, students will be assessed on their demonstrated capacity to produce a coherent, academically sound report that considers a real world application of economics.
**4000 level (if required)**

We are currently in the process of finalising the design of the program in the BAdvSt. Student progress toward achieving the graduate qualities will be assessed in the following units of study:

<table>
<thead>
<tr>
<th>Graduate Qualities</th>
<th>1000-level</th>
<th>2000-level</th>
<th>3000-level</th>
<th>4000-level</th>
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<tbody>
<tr>
<td>Core Units</td>
<td>Selective Units</td>
<td>Core Units</td>
<td>Selective Units</td>
<td>Core Units</td>
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<tr>
<td>Depth of Disciplinary Expertise</td>
<td>Econ1001; Econ1002; ECMT1010; ECMT1020</td>
<td>Ecos2001; Ecos2002</td>
<td>Interdisciplinary project unit (Econ3999)</td>
<td>A, B, C</td>
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<tr>
<td>Broader Skills</td>
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<tr>
<td>Critical Thinking and Problem Solving</td>
<td>Econ1001; Econ1002; ECMT1010; ECMT1020</td>
<td>Ecos2001; Ecos2002</td>
<td>Interdisciplinary project unit (Econ3999)</td>
<td>A, B, C</td>
</tr>
<tr>
<td>Communication (oral and written)</td>
<td>Econ1001; Econ1002</td>
<td>Ecos2002</td>
<td>Interdisciplinary project unit (Econ3999)</td>
<td>A, C</td>
</tr>
<tr>
<td>Information/Digital literacy</td>
<td>Econ1001; Econ1002; ECMT1010; ECMT1020</td>
<td>Econ1001; Econ1002; Ecos2002</td>
<td>Interdisciplinary project unit (Econ3999)</td>
<td>A, C</td>
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<tr>
<td>Inventiveness</td>
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<tr>
<td>Cultural Competence</td>
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<tr>
<td>Interdisciplinary Effectiveness</td>
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<td></td>
<td>Interdisciplinary project unit (Econ3999)</td>
<td>A, C</td>
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<tr>
<td>An Integrated Professional, Ethical and Personal Identity</td>
<td>ECMT1010; ECMT1020</td>
<td></td>
<td>Interdisciplinary project unit (Econ3999); Ecos2001;</td>
<td></td>
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<tr>
<td>Influence</td>
<td></td>
<td></td>
<td>Interdisciplinary project unit (Econ3999)</td>
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</tbody>
</table>
Year/ Level 1

ECON1001 – Introductory Microeconomics
online quizzes (10%), 1xMid-semester test (30%), 1xEssay (10%) and 1x2hr Final exam (50%)

ECON 1002 – Introductory Macroeconomics
1500wd written assessments (25%), 1x1hr mid-semester exam (25%), 1x2hr final exam (50%)

ECMT1010
Homework (15%), quizzes (30%), assignment (15%) and 1x2hr Final exam (40%).

ECMT1020
3x quizzes (25%), workshop questions/homework (10%), assignment (15%) and 1x2hr Final exam (50%).

Year/ Level 2

ECOS2001 – Intermediate Microeconomics Honours
Tutorial participation (10%), 2x in-class tests (40%) and 2hr Final exam (50%)
or
ECOS2901 - Intermediate Microeconomics Honours
2x Mid-semester tests (50%) and 2.5hr Final exam (50%)

ECOS2002 – Intermediate Macroeconomics
Mid-semester test (30%), assignments (20%) and 2hr Final exam (50%)
or
ECOS2902 - Intermediate Macroeconomics Honours
Essay (20%), Mid-semester test (30%) and 2hr Final exam (50%)

ECMT2150 - Intermediate Econometrics
4x250wd Individual Assignments (20%), 1x1hr Mid-semester Test (30%), 1x2hr Final Exam (50%)
Year/ Level 1 (3 of the following plus ECON3999)

List A

ECOS3002 Development Economics
1x1500wd written assessment (30%), 1x1hr mid-semester exam (20%), 1x2hr final exam (50%)

ECOS3008 Labour Economics
Essay (25%), Mid-semester test (25%) and 2hr Final exam (50%)

ECOS3010 Monetary Economics
Multiple choice test (30%) and written paper (20%) and 70min Final exam (50%)

ECOS3011 Public Finance
Mid-semester test (20%), assignment (30%) and 3hr Final exam (50%)

ECOS3013 Environmental Economics
1x1500wd Essay (25%), 1hr Mid-semester test (25%), 1x2hr Final exam (50%)

ECOS3015 Law and Economics
Assignments (20%), Mid-semester test (30%) and 2hr Final exam (50%)

ECOS3016 Experimental and Behavioural Economics
1x1hr15min mid-semester test (25%), 1x1000wd written assignment (25%), 1x2hr final exam (50%)

ECOS3017 Health Economics
1x1000wd essay (25%), 1x1hr mid-semester test (25%), 1x2hr final exam (50%)

ECOS3018 Economics of Growth
2x in-class tests (40%) and 1.5hr Final exam (60%)

ECOS3021 Business Cycles and Asset Markets
1x1hr Mid-semester test (25%), 1x1000wd Empirical report (25%), 1x2hrExam (50%)
ECOS3023 Personnel Economics
Problem sets (10%), 1x1000wd assignment (20%), 1x1hr mid-semester test (20%), 1x2hr final exam (50%)

ECOS3026 Economics of Crime
1x1500wd policy paper (30%), 1xresearch paper presentation (1000wd equivalent)(20%), 1x2hr final exam (50%)

ECOS3027 Economics of the Family
1x200wd Online Discussion Post (10%), 1x1000wd Essay (30%), 1x1hr Mid-semester Test (20%), 1x2hr Final Exam (40%)

ECOS3003 Hierarchies, Incentives and Firm Structure
1x250wd equivalent problem set (10%), 1x750wd written assignment (15%), 1x1hr mid-semester exam (25%), 1x2hr final exam (50%)

ECOS3005 Industrial Organisation
Mid-semester test (35%), problem sets (5%) and 2hr Final exam (60%)

ECOS3006 International Trade
Problem sets (5%), Mid-semester test (35%) and 2hr Final exam (60%)

ECOS3007 International Macroeconomics
Assignments (20%) and Mid-semester test (20%) and 1x2hr Final exam (60%)

ECOS3012 Strategic Behaviour
Mid-semester test (35%), online quizzes (20%) and 2hr Final exam (45%)

ECOS3022 The Economics of Financial Markets
Problem sets (20%), Mid-semester test (25%) and 2hr Final exam (55%) 

ECOS3025 The Economics of Regulation  
500wd equivalent problem sets (10%), 1x1.5hr mid-semester test (40%), 1x2hr final exam (50%) 

ECOS3901 Advanced Microeconomics Honours  
Mid-semester test (30%), problem sets (10%) and 2.5hr Final exam (60%) 

ECOS3902 Advanced Macroeconomics Honours  
Mid-semester test (30%), Take-home assignments (10%) and 2hr Final exam (60%)  

List C 

ECOS3004 History of Economic Thought  
Essay (20%), Mid-semester test (30%) and 70min Final exam (50%) 

ECOS3024 Economic History  
1x1200wd essay (20%), 1x1hr mid-semester test (30%), 1x2hr final exam (50%) 

ECOS3020 Special Topic in Economics  
Assessment dependent on topic 

ECON3999 –  
tba
European Studies draft assessment plan

**About the European Studies major**

Do you envisage a career in communications, journalism, business, government, international relations or the non-government sphere? Maybe you have just returned from an exchange year or summer break in Europe, or want to study in Europe later on?

In European Studies, you will learn about the societies, politics and cultures of Europe from an interdisciplinary and comparative perspective.

Our units focus on present-day Europe, its problems and successes, its diversity, its conflicts and its relationship to the world, as well as some of the historical background to present day issues. We look both at the European Union - the world’s most advanced supernational federation of states and its most progressive superpower - and the wider European continent of which it is a part.

The program draws on the expertise of specialists in French, German, Italian, Modern Greek, Spanish, Arabic, and Hebrew, Biblical and Jewish Studies and Political Economy.

You can take European Studies as a major or minor, or you can simply enrol in one of our elective or Open Learning Environment units. You do not need to speak a European language to enrol in European Studies: all classes are conducted in English and use English texts. However, we encourage students majoring or minoring in European Studies to gain competence in a European language through taking a second major or minor in a European language.

Students majoring in European Studies can also complete a period of exchange at one of the many University of Sydney partner universities in Europe. In addition, through our senior project-based units, including our Internships for Credit program, you will develop professional and problem solving skills relating to contemporary issues in Europe.

For further specialisation, you can complete a fourth year in European Studies, either as an Honours student, working on an individual research project, or specialising in project-based 4th year units that will further enhance your work-ready skills.
## Learning outcomes

Upon completion of a Major in European Studies in the Faculty of Arts and Social Sciences, students will be able to:

<table>
<thead>
<tr>
<th>Major learning outcomes</th>
<th>Depth of Disciplinary Expertise</th>
<th>Broader Skills</th>
<th>Cultural Competence</th>
<th>Interdisciplinary Effectiveness</th>
<th>An Integrated professional, ethical and personal identity</th>
<th>Influence</th>
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<tr>
<td></td>
<td></td>
<td>Critical Thinking and Problem Solving</td>
<td>Communication (oral and written)</td>
<td>Information/Digital Literacy</td>
<td>Inventiveness</td>
<td>MLO1: Accurately and succinctly and comprehensively discuss major issues of importance to contemporary Europe and the European Union.</td>
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<td>X</td>
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<td></td>
<td>MLO2: Critically analyse and interpret primary and secondary sources in accordance with relevant disciplinary methodologies in the field of European Studies.</td>
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<td>MLO3: Develop innovative and constructive</td>
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</table>
arguments and hypotheses in response to research questions in the field of European Studies based on thorough scholarly research and analysis.

| MLO4: Demonstrate an ability to carry out independent research in order to critically examine aspects of the societies, political systems and cultural environments of Europe. | X | X | X |

<p>| MLO5: Demonstrate knowledge and critical understanding of major theoretical frameworks and methodological approaches in humanities and social sciences in the field of European Studies. | X | X | X | X |</p>
<table>
<thead>
<tr>
<th>MLO6: Work collaboratively in a variety of formats, bringing together knowledge and analytical and interpretative strategies, in order to present informed and convincing responses to questions regarding Europe and the European Union.</th>
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<th>MLO7: Demonstrate an ability to make informed, articulate, interesting and constructive presentations and to elicit constructive feedback in collaborative work environments.</th>
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*Academic Board*  
*27 November 2018*
Developing the Graduate Qualities

Mission Statement
A student who has completed a major sequence in European Studies will have a broad understanding of what constitutes Europe as a historical, political, social and cultural reality and will be able to carry out research and analysis using a range of disciplinary tools and methodologies. Students will at the same time develop practical skills of presentation, communication, participation and contribution, ethical professional conduct and computer literacy while pursuing their study of Europe.

The EUST MLO’s
MLO 1: Information & Understanding: Level 1 is primarily concerned with bringing about students awareness and understanding of the current make-up of Europe and the European Union and hence lays emphasis on background knowledge and factual informedness; this emphasis is continued at level 2 with thematic focus. This aspect of the major is tested primarily through quizzes and to a lesser extent through assignments and discussion boards (which have the function of consolidating information). By Level 3 this learning outcome will have been internalized and emphasis is laid on the aspects of in-depth research, analysis and interpretation of information.

MLO 2: Analysis & Interpretation: Analytical and interpretative skills are developed at level 1 primarily through the focus on summarizing and comparing and contrasting as the building blocks of essay writing. At Level 2, students focus on thematically organized material and develop their analytical and interpretative skills within a narrowly defined area of study. At Level 3, the skills of analysis and interpretation are exercised in the freer research environment of self-directed research under supervision. At Levels 2 and 3 Presentations move from description of problems to critical analysis of proposed solutions. At all levels, weekly Discussion Boards enable students to exercise these skills and to share and discuss ideas for later more formalized development in submitted written work.

MLO 3: Thesis-Building and Argumentation (=Testing/Proposing Solutions): Level 1 brings the issues of scholarly thesis-building and argumentation to students’ attention primarily through the use of outstanding examples of academic writing which students summarize and compare and contrast, and thereby come to understand as structured arguments. At Level 2 student develop these skills through group discussion, Discussion Board submissions, and essay writing. At Level 3, primary emphasis is given to the development of the skills of critical argumentation and formal statement of conclusions in scholarly written work in both essays and presentations. At Levels 2 and 3 Presentations move from description of problems to critical analysis of proposed solutions.

MLO 4: Research: Research tasks at Level 1 are limited in scope as the emphasis is on guided development of reliable information and knowledge sources. Emphasis is laid on scholarly research as an active skill from Level 2, at which point students are encouraged to undertake limited and focused independent research in order to undertake all written assignments. At Level 3, the emphasis on accrual of information is reduced in favour of independent and group research in which students begin to engage with the problems of mechanisms for establishing objectivity and comprehensiveness in research tasks.

MLO 5: Disciplinary Theoretical & Methodological Understanding: Issues of disciplinarity, interdisciplinarity and methodologies are central to the European Studies major which covers socio-political, historical and cultural aspects of Europe. Students are made aware of these issues in Level 1 in the process of engaging with different types of source texts, leading to considerations of questions of epistemology. As with the other advanced skills, though, the issues of discipline, methodology and theoretical approaches and frameworks developed at levels 2 and 3, both in lectures where these issues are discussed and in written assignments and discussion boards, where issues of disciplinary knowledge and appropriate methodologies are developed.
MLO 6: Collaborative Discussion: Issues of disciplinarity, inter-disciplinarity and methodologies are central to the European Studies major which covers socio-political, historical and cultural aspects of Europe. Students are made aware of these issues in Level 1 in the process of engaging with different types of source texts, leading to considerations of questions of epistemology. As with the other advanced skills, though, the issues of discipline, methodology and theoretical approaches and frameworks developed at levels 2 and 3, both in lectures where these issues are discussed and in written assignments and discussion boards, where issues of disciplinary knowledge and appropriate methodologies are developed.

MLO 7: Presentation: Presentations represent a central part of the assessment at Levels 2 and 3. From Level 2 onwards, students are given advice on how to present and are required to make presentations that are informative, critical, analytical and interpretative as well as engaging, persuasive and interesting for an audience of peers. The development of communication and presentation skills from level 2 onwards includes explicit engagement with issues of professional ethics (referencing, citation, avoidance of plagiarism etc), inter-personal dynamics and cultural and inter-cultural awareness and sensitivity.

The EUST LEVELS

1000 level

Level 1 EUST units explore Europe and the European Union in the early decades of the 21st century as a political and socio-historical identity defined by geography, languages, cultures and societies, using appropriately defined methodologies of textual and socio-historical analysis. Tuition at Level 1 takes the form of lectures and tutorials. Unit material including information included in lectures is provided online; however online learning is understood as an adjunct to, not a replacement of face-to-face learning. Lectures include interactive components, quizzes and other material designed to encourage active learning. Tutorials are student-focused and while tutorial material is laid out in detail in weekly reading and other exercises, the main point of tutorials is for students to problematize the material and actively take control of their own learning processes. While all tuition takes place in English, students are sensitized to questions of language, culture and identity and encouraged to further their studies of relevant languages and/or to commence the study of languages where possible within and/or beyond the framework of their degree.

Level 1 Units focus on the provision of depth of Disciplinary Expertise by providing the foundational basis for all further study on the basis of detailed and comprehensive knowledge of contemporary Europe and the European Union taught through a carefully structured theoretically informed Area Studies syllabus (based on the "Three Regions of Europe" theory originated by Szücs and developed by Judt and Delanty). In studying texts drawn from the disciplines of sociology, social theory, international relations, history and socio-cultural studies, as well as through analyzing films and literary texts, students are further introduced to entry-level tertiary skills in Critical Thinking and Problem Solving, written Communication, and Information/Digital Literacy. In Level 1 classes, students are encouraged to express themselves in speaking environments, exercising Cultural Competence and sensitivity to inter-personal dynamics and hence developing an Integrated Professional, Ethical and Personal Identity.

At Level 1 written assignments focus on specified aspects of the writing process for later research essays, such as summarizing accurately and succinctly, comparing and contrasting arguments, analyzing and interpreting textual examples in terms of disciplinary methodologies, analyzing written structure, or exercising particular research skills. Quizzes are designed to test students knowledge of the material taught in lectures, tutorials, seminars and in set study materials. Quizzes do not develop critical and analytical skills, but remain focused on the internalization of essential information in accurate, succinct, and clearly defined and understood form. Discussion Boards are a means of measuring tutorial and seminar participation, and enable students to provide feedback with accuracy and confidence about work that they have encountered in lectures and reading preparation to their peers and their teachers.
2000 level

Level 2 EUST units develop the disciplinary and knowledge bases of students through the exploration of the changing and dynamic aspects of Europe, by analysing core structures of European identity, building on scholarly research, critical, analytical and communication skills from Level 1. Tuition at Level 2 is thematic in focus, compared to the foundational focus of Level 1, with students beginning to undertake specified research and analytical tasks in the course of all Level 2 units.

Level 2 Units deepen Disciplinary Expertise through the focus on thematic topics in relation to Europe and the European Union, with greater disciplinary and methodological differentiation of texts drawn from the disciplines of sociology, social theory, international relations, history and socio-cultural studies. Students are increasingly encouraged to subject information and knowledge gathered through scholarly learning and research to Critical Thinking and Problem Solving, and to Communicating results and outcomes in Oral and Written form. Skills in Information/Digital literacy are developed in this process, and imaginative use of the critical and scholarly imagination ("Inventiveness") is encouraged in limited contexts. In group discussions, Discussion Boards and Presentations, aspects of Cultural Competence, Interdisciplinary Effectiveness, Integrated Professional, Ethical and Personal Identity and the ability to speak and argue persuasively and convincingly (Influence) are also developed.

Assignments at Level 2 focus on specified aspects of the writing process such as accurately and succinctly summarizing and/or comparing and contrasting increasingly complex theoretical arguments, or analyzing and interpreting more demanding texts in terms of disciplinary methodologies. Quizzes at level 2 continue to build a solid foundational knowledge of the area, but are more searching and demand greater differentiation of issues and concepts than Level 1. Research Essays at Level 2 develop research skills (including library usage and application of relevant digital literacy skills), analysis, interpretation, summarizing, structuring of argumentation, thesis-building, and formulation of conclusions and outcomes on clearly defined and appropriate topics for the level. Essay topics are provided so as to avoid the situation where students over-reach and find themselves in difficulty. Discussion Boards measure tutorial and seminar participation, and enable students to provide feed-back with accuracy and confidence about work that they have encountered in lectures and reading preparation to their peers and their teachers.

Level 2 units cover a wide range of disciplinary approaches and are for the most part inter-disciplinary in nature. All alpha-coded EUST (European Studies) are considered core units (selective units are primarily drawn from the European languages) and students are encouraged to construct a coherent learning pathway on the basis of their disciplinary interests.

3000 level

Level 3 EUST units develop scholarly research and academic writing abilities, presentation and communication skills and an increased awareness of issues of professional ethics and behaviours through the focus on a central aspect of European identity drawing on more advanced theoretical material from social and cultural theory. Tuition at Level 3 is strongly research-focused rather than foundational (Level 1) or thematic (Level 2). While coherence is achieved through the focus on theoretical aspects of Europe in terms of area studies methodology, these units aim to train students in high-level research, analysis and writing skills, as preparation for entry into the workforce or for Honours and postgraduate work.

Level 3 Units focus on the development of independent research, writing and group-work skills, through the focus on theoretical aspects of the European Area Studies discipline. The Level 2 focus on Critical Thinking and Problem Solving, and on Communicating results and outcomes in Oral and Written form is deepened through written assignments, Discussion Boards and group discussions, which continue to develop skills in Information/Digital literacy, critical and imaginative use of the critical imagination ("Inventiveness") is encouraged on the basis of scholarly research and Disciplinary Expertise gained at levels 1 and 2. In the context of group discussions, Discussion Boards and Presentations, aspects of Cultural Competence, Interdisciplinary Effectiveness, Integrated Professional, Ethical and Personal Identity and the ability to speak and argue persuasively and convincingly (Influence) are also developed.
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<tr>
<th>Graduate Quality</th>
<th>1000-level</th>
<th>2000-level</th>
<th>3000-level</th>
<th>4000-level (BAdvStudies only)</th>
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<td>An Integrated Professional, Ethical and Personal Identity</td>
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At Level 3 Assignments are more demanding in terms of the level of theoretical or conceptual difficulty and the type of communication required. In some cases Assignments may be in the form of presentations with full documentation provided to the student audience for feedback via the Discussion Boards. Quizzes are used in some cases to ensure detailed and comprehensive knowledge of the area, but the main form of assessment is through Research Essays which continue to develop research skills (including library usage and application of relevant digital literacy skills), analysis, interpretation, summarizing, structuring of argumentation, thesis-building, and formulation of conclusions and outcomes) on topics that students develop themselves under supervision. Discussion Boards are a means of measuring tutorial and seminar participation, and enable students to provide feedback with accuracy and confidence about work that they have encountered in lectures and reading preparation to their peers and their teachers.

Level 3 units cover different disciplinary approaches and are for the most part interdisciplinary in nature. All alpha-coded EUST (European Studies) are considered core units (selective units are primarily drawn from the European languages) and students are encouraged to construct a coherent learning pathway on the basis of their disciplinary interests.

4000 level (for Bachelor of Advanced Studies only)
The Level 4 units are currently being developed along the lines of the following Learning Outcomes:
Demonstrate the ability to work within the unit guidelines to develop a small-scale research project.
Demonstrate the capacity to undertake independent and group research, analysis and interpretation of relevant material in relation to the unit topic.
Discuss competently the disciplinary methodologies and intellectual frameworks relevant to the unit material and research topic.
Present clear and convincingly argued points in relation to the unit material in a variety of environments.
Engage in detailed discussion of and commentary on aspects of the individual research proposal in the environments of detailed presentations, feedback sessions and Discussion Boards, and in general discussion with cultural and inter-cultural sensitivity and tolerance of differing points of view.

Student progress toward achieving the graduate qualities will be assessed in the following units of study:
Mathematics draft assessment plan

About the Mathematics major
Mathematics, one of the very oldest human disciplines, is an indispensable tool for analysing and explaining the world around us, providing us with the skills to deal with the most abstract concepts. Mathematics and statistics play a fundamental role in the sciences, in commerce and in every other activity where quantitative, analytical or logical understanding is important. Ultimately, mathematics is about clarity of thought and precision of understanding. In the mathematics major, you will be immersed in a mixture of different topics ranging from linear algebra to data analysis and hypothesis testing, from the mathematics of counting and logic, to the techniques of calculus. The range of units available has been designed to cater for you - whether you intend to become a professional mathematician or if your main interests lie in other areas.

Learning outcomes
Upon completion of a major in Mathematics, students will be able to:

<table>
<thead>
<tr>
<th>Major learning outcomes</th>
<th>Depth of Disciplinary Expertise</th>
<th>Broader Skills</th>
<th>Cultural Competence</th>
<th>Interdisciplinary Effectiveness</th>
<th>Integrated professional, ethical and personal identity</th>
<th>Influence</th>
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<tbody>
<tr>
<td>MLO1 Know the principles and concepts of a broad range of fundamental areas in mathematics</td>
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<td>MLO2 Understand the breadth of the discipline, its role in other fields and the way that other fields contribute to development in Mathematics.</td>
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<td>MLO3 Interpret information communicated in mathematical form</td>
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<td>MLO4 Communicate mathematical findings and conclusions through a range of modes, to diverse audiences.</td>
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<td>MLO5 Construct logical, clearly presented and justified arguments incorporating deductive reasoning</td>
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<td>MLO6 Formulate and model practical and abstract problems in mathematical terms using a variety of methods</td>
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<td>MLO7 Identify and address gaps in their mathematical knowledge and skills by independently sourcing, collating and synthesising</td>
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<td>appropriate resources that extend their understanding of mathematical concepts</td>
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Developing the Graduate Qualities

1000 level
At 1000 level, students lay the foundations for developing deep disciplinary expertise. Each student learns fundamental mathematical theory, techniques and applications in calculus (two 3 credit point units: MATH1931/1921/1021 and MATH1933/1923/1023) and linear algebra (3 credit points: MATH1902/1002). Almost all students will also learn some basic statistical theory and methods (via 3 credit point units MATH1905/1005 or via 6 cp units DATA1901/1001) which are very important for work in interdisciplinary contexts. Students engage in critical thinking and problem solving throughout their 1000 level studies, but particularly in their second calculus unit where they learn to model cross-discipline problems in biology, engineering and physics using differential equations. Development of disciplinary expertise, problem solving and critical thinking is typically assessed as an integrated package by assignments, quizzes and exams.

Students develop computational digital literacy through engaging with specialist mathematical and statistical software in linear algebra and statistics units. Those students who take the statistics selective will also learn how to search the web for data sets as part of team projects that also include development of communication skills via report-writing and oral presentations. Digital literacy and communication skills are usually assessed via in-semester assignments or projects.

Only students outside the Faculties of Science and Engineering can replace statistics or data units with MATH1904/1004. We have yet to investigate how many potential mathematics majors are in this situation and whether MATH1004/1904 requires additional tasks so that these students do not miss out on graduate quality development at 1000 level.

All first year calculus and linear algebra units use Board Tutorials as the tutorial format. In this format, students work in groups of two to four students on white boards around the walls of tutorial rooms to solve problems and answer questions assigned by the lecturer. This requires students to work well as a group and to develop the communication skills of mathematical conversation, which is vital for working in a team as a mathematician, in both discipline-based and interdisciplinary projects. These tutorials also bring the opportunity to develop students’ cultural competence, by ensuring that all students are required to work with a variety of other students who may differ in educational or linguistic or cultural backgrounds. We plan to engage with this opportunity by actively assigning students to groups that will change through the semester. Some tutors already do this. We are yet to determine how or whether to directly assess these skills. Given that these units may have enrolments of up to 2000 students with more than 40 tutors, any assessment method will need to be very clear and probably very straightforward.

Note that all students in Science and Engineering complete first year units on calculus, linear algebra, and statistics or data science, so development of graduate qualities in these units has influence far beyond the Mathematics major.

2000 level
At the 2000 level of the Mathematics major students are required to take two newly developed core units (MATH2921/2021 and MATH2922/2022) and choose one of two selectives (MATH2923/2023 and MATH2988/2088, but note that MATH2088 is currently coded MATH2068).

In all 2000 level units of the major, students build on the intuitions that they developed in the 1000 level units (which also serve as service units to Science and Engineering degrees) and begin to acquire the disciplinary skills of rigorous deductive reasoning, which includes careful critical thinking, and writing and interpreting formal mathematics. This skill of tightly argued, logical reasoning is a significant contributor to the influence that mathematics graduates have in interdisciplinary and employment settings. The selective units MATH2923/2023 and MATH2988/2088 have a particular emphasis on mathematical reasoning and mathematical
writing and interpretation due to the nature of their content. These skills are assessed in those units by assessments, quizzes and exams. Although these are traditional means of assessment, they are well-suited, both for summative assessment of students’ achievement in this area and for more formative in-semester assessments which provide detailed feedback on how students are progressing in developing these qualities.

The core units MATH2921/2021 integrate developing digital literacy into the unit via Mathematica workbooks and the use of LaTeX typesetting software. This enables students to learn to visualise geometric objects, to perform complicated algebraic and numerical calculations on the computer and to produce electronic documents that communicate clearly and attractively with correct mathematical notation and formatting. Through this, students have an authentic experience of mathematics as a discipline where computers and digital resources are vital in many areas. This digital literacy is assessed via in-semester assignments which not only assess the students’ mathematical work, but also their development of clear and attractive written mathematical communication.

To develop students’ information literacy and ability to read mathematics well, MATH2921/2021 include an assignment which requires students to use library and other resources to research a well-defined area of the unit’s content, use this research to answer mathematical questions posed by the lecturer and present their work as a written report. This develops students’ skills in self-directed mathematical learning, and contributes to a development of an integrated professional, ethical and personal identity as students draw on their own experience, knowledge and learning-style to complete the assignment.

The other set of core units, MATH2922/2022 also use embedded digital workbooks, in parallel with further Board Tutorials where students continue to develop their communication skills in small groups and cultural competence. These skills are not assessed at this point but are vital to student success in the 3000-level project unit.

Both sets of core units provide a rich collection of examples of the interdisciplinary applications of mathematics, including in engineering, physics, biology and computer sciences. This promotes the development of interdisciplinary student learning about how mathematics is typically applied in other disciplines and contributes to interdisciplinary effectiveness. Students’ facility with standard applications introduced in these units is assessed by in-semester assignments and by exams. There is possibly scope to include an assignment where students can explore applications in more detail, maybe via a visualisation video, but this has not yet been developed.

3000 level
The 3000 level of the Mathematics major is unusual in that it effectively includes a suite of 4000 level units. These units were third year advanced units which were also typically used as selectives in our honours programs in Pure and Applied Mathematics (both course-work rich honours years). To maintain this flexibility, we have revised and recoded these units to 4000 level so that they can function as both third year advanced units in the Mathematics major and as advanced coursework selectives in the BAdvSt, both for honours and other students.

At 3000 level, students are offered a large suite of selectives so that they can follow their own particular Mathematical interests as they build on the foundational knowledge and fundamental disciplinary skills that they have acquired at 2000 level. The only core unit offered by the School is the project unit MATH3888. Students must choose either this unit or SCPU3001, the interdisciplinary and community project unit offered by the university.

The intended structure of MATH3888 is to have both disciplinary and interdisciplinary project components. The unit is still very much under development with active negotiation going on with other disciplines.

The discipline-based project will enable students to work together in groups with members who are each doing different sets of selectives (and so each have subtly different sets of
disciplinary expertise) to address a particular mathematical question. This disciplinary project will require a diverse set of mathematical skills (deep disciplinary expertise), including computational skills (digital literacy) and skills with proof and mathematical argument (critical thinking), teamwork skills (cultural competence and integrated personal identity), library and web research skills (information literacy) and oral and written communication skills. This will not only develop graduate attributes, but prepare students for an interdisciplinary project in the other part of the unit.

At this stage we anticipate that we will offer at least two different interdisciplinary projects in MATH3888 to cater for students’ different mathematical interests which can be very different indeed in such a broad subject as Mathematics. We are running a pilot interdisciplinary project with Physiology in 2019 as a Talented Student Program unit in the old curriculum. (The learning outcomes for that unit are attached as an appendix.)

Completing interdisciplinary projects will require students to learn about the question from their peers in the other discipline (interdisciplinary effectiveness, communication); to determine where mathematical expertise may be useful and exactly what mathematics may be required (disciplinary expertise, critical thinking and problem solving, information literacy, inventiveness, interdisciplinary effectiveness, personal identity, influence); working together with their cross-discipline peers, to address the project question and critically assess and interpret their results (disciplinary expertise, critical thinking and problem solving, digital literacy, cultural competence, interdisciplinary effectiveness, personal identity, influence) and then communicate their results in various ways (communication, inventiveness, cultural competence).

Students will be expected to produce creative, but technically correct results from the project and set these in the context of the overall question and the discipline(s). Assessment for MATH3888 will include a diary written by each student, both to record group decisions and progress and as a reflective diary on their own learning experience (integrated professional ethical and personal identity), a comprehensive technically oriented report on each project produced by the group with details about the mathematical and computational work as well as the project context and results (disciplinary expertise, critical thinking, communication, information and digital literacy, influence and for the interdisciplinary project interdisciplinary effectiveness). Each group will also produce a presentation aimed at a general or a mixed disciplinary audience (communication, interdisciplinary effectiveness, inventiveness). There is scope here for using formats other than the traditional classroom presentation.

Although the project unit will be the primary means for assessing students’ achievement of graduate qualities, many of the selectives in the major will also develop and assess these qualities. For example, MATH3066 has a strong communication component where students peer assess each other’s mathematical writing; MATH3063/4063 and MATH3078/4078 have a strong interdisciplinary components where the mathematical theory is taught in the context of biology, environmental science, physics and engineering; MATH4062 has an emphasis on the use of careful critical thinking to produce new and unexpected mathematical structures and MATH3076/4076 introduces computational methods that are essential for problem solving in many different areas of knowledge including science, business and engineering.

4000 level (for BAdvStudies only)

We are currently in the process of finalising our design of our honours program in the BAdvSt. We anticipate that graduate qualities will continue to be developed most obviously through the honours project, but also through the diverse suite of coursework units that we will offer, not only in the BAdvSt but also in the MMathSci.

Student progress toward achieving the graduate qualities will be assessed in the following units of study:
## Graduate Quality

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<td>MATH1905/1005 (or DATA1901/1001) MATH1904/1004</td>
<td>MATH2921/2021 MATH2922/2022</td>
<td>MATH2923/2023 MATH2988/2088</td>
<td>MATH3888</td>
<td>MATH3061, MATH3066, MATH3063, MATH3076, MATH3078, MATH4061, MATH4062, MATH4063, MATH4068, MATH4069, MATH4074, MATH4075, MATH4076, MATH4077, MATH4078</td>
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### Depth of Disciplinary Expertise

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### Broader Skills

#### Critical Thinking and Problem Solving

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<td>MATH1905/1005 (or DATA1901/1001) MATH1904/1004</td>
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<td>MATH3888</td>
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#### Communication (oral and written)

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<thead>
<tr>
<th>Core Units</th>
<th>Selective Units</th>
<th>Core Units</th>
<th>Selective Units</th>
<th>Core Units</th>
<th>Selective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH1931/1921/1021, MATH1933/1923/1023 MATH1902/1002</td>
<td>MATH1905/1005 (or DATA1901/1001) MATH1904/1004</td>
<td>MATH2921/2021 MATH2922/2022</td>
<td>MATH2923/2023 MATH2988/2088</td>
<td>MATH3888</td>
<td>MATH3066 in particular, but all selective units deal in writing in a</td>
</tr>
</tbody>
</table>

---

*Note: The table above outlines the core and selective units for different levels of graduate quality.*
<table>
<thead>
<tr>
<th>Area</th>
<th>MATH1902/1002</th>
<th>MATH1905/1005 (orDATA1901/1001)</th>
<th>MATH2921/2021</th>
<th>MATH2922/2022</th>
<th>MATH3888</th>
<th>MATH3076, MATH3078, MATH4076, MATH4078</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information/Digital literacy</td>
<td>Matlab coding</td>
<td>R coding, finding data sets on web</td>
<td>MATH2921/2021</td>
<td>MATH2922/2022</td>
<td>MATH3888</td>
<td></td>
</tr>
<tr>
<td>Inventiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>MATH1931/1921/1021, MATH1933/1923/1023 MATH1902/1002 (working together in tutorials)</td>
<td>MATH2922/2022</td>
<td>MATH2921/2021 Developing your own examples</td>
<td>MATH3888</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Effectiveness</td>
<td>MATH1933/1923/1023 Seeing mathematics applied in other disciplines</td>
<td>MATH1905/1005 (orDATA1901/1001) Applying statistical analyses to many different areas</td>
<td>MATH2921/2021</td>
<td>MATH2922/2022</td>
<td>MATH3888</td>
<td>MATH3063, MATH4063, MATH3078, MATH4078</td>
</tr>
<tr>
<td>An Integrated Professional, Ethical and Personal Identity</td>
<td>MATH2921/2021 through self-directed learning task</td>
<td>MATH2921/2021 MATH2922/2022 Through training in logical and rigorous problem solving</td>
<td>MATH3888</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influence</td>
<td>MATH2921/2021</td>
<td>MATH2922/2022 Through training in logical and rigorous problem solving</td>
<td>MATH3888</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix: Learning outcomes for 2018 3rd year Mathematics TSP unit for projects with Physiology

<table>
<thead>
<tr>
<th>Learning outcome: At the end of this unit, students will be able to show that they are able:</th>
<th>Graduate outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn effectively from peers in other disciplines and to organize and recast that knowledge in terms of their own discipline knowledge</td>
<td>Depth of disciplinary expertise; critical thinking; communication; cultural competence; interdisciplinary effectiveness; integrated professional, ethical and personal identity; influence</td>
</tr>
<tr>
<td>To communicate their disciplinary knowledge in an appropriate way to peers in other disciplines, including evaluating what is crucial for their peers to understand and determining how best to communicate this.</td>
<td>Depth of disciplinary expertise; problem solving; inventiveness; interdisciplinary effectiveness; influence</td>
</tr>
<tr>
<td>To create, apply and assess mathematical models which encapsulate key features of a scientific process by adapting and extending existing models and methods.</td>
<td>Depth of disciplinary expertise; problem solving; inventiveness; interdisciplinary effectiveness; influence</td>
</tr>
<tr>
<td>To critically appraise and interpret model results with respect to experiments and to synthesise mathematical and physiological ideas to produce new insights.</td>
<td>Critical thinking and problem solving; interdisciplinary effectiveness; influence</td>
</tr>
<tr>
<td>To implement computer software and other resources to analyse and solve models</td>
<td>Critical thinking and problem solving; digital literacy</td>
</tr>
<tr>
<td>To present information clearly and concisely in graphical, diagrammatic and verbal (both written and spoken) form</td>
<td>Communication; information and digital literacy</td>
</tr>
<tr>
<td>To determine what new mathematical information is required to address a question and to seek out and actively engage with this material using library and other resources.</td>
<td>Depth of disciplinary expertise; critical thinking and problem solving; information and digital literacy</td>
</tr>
</tbody>
</table>
The Microbiology major: Table A (Science) and Table S (Interdisciplinary)

Microbiology teaches us about life forms that are too small to see with the naked eye. They are vital for life on Earth but can also cause huge problems as infectious disease agents, plant pathogens, contaminants of food and water and biofoulers. A major in Microbiology introduces you to this tremendous diversity of function and form in the microbial world. You will explore the impact of microbes on other life forms, look at their role in health and disease at the level of individuals, populations and ecosystems, and in particular their place in the nexus of human, animal and environmental inter-relationships. You will investigate ways in which microbes are used to manufacture products and remediate polluted environments and explore microbial genetics and microbial life at the molecular level, with a particular emphasis on current research in Microbiology in our 3000-level units.

By progressing through the major you will learn advanced concepts and methods including molecular microbiology, systems biology, genomics, transcriptomics and proteomics, advanced microscopy techniques, genetic manipulation, microbial evolution, and the use of antimicrobials and antimicrobial resistance.

2. Structure of the Microbiology Major:

<table>
<thead>
<tr>
<th>Level</th>
<th>Core</th>
<th>Selective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>BIOL1XX7 From Molecules to Ecosystems</td>
<td>One taken from: BIOL1XX6 Life and Evolution, CHEM1XX1 Chemistry 1A</td>
</tr>
<tr>
<td>2000</td>
<td>MICR2X31 Microbiology</td>
<td>MIMI2X02/MEDS2004 Microbes, Infection and Immunity</td>
</tr>
<tr>
<td>3000</td>
<td>MICR3X11 Microbes in Infection</td>
<td>Two taken from: SCPU3001 Science Interdisciplinary Project, MICR3X32 Cellular and Molecular Microbiology, MICR3X42 Microbiology Research Skills, VIRO3X01 Virology</td>
</tr>
<tr>
<td></td>
<td>SCPU3001 Science Interdisciplinary Project [From 2020: MICR3888 Microbiology interdisciplinary project]</td>
<td></td>
</tr>
</tbody>
</table>

Study in the Discipline of Microbiology is offered by the School of Life and Environmental Sciences in the Faculty of Science. Units of study in this major are available at standard and advanced level. Students taking advanced level units will experience microbiology concepts in greater depth and breadth than contained in the standard units. This will be facilitated by developing research evidence-based skills and understandings.
### What you will learn: Learning outcomes of the major embedded in each unit of study in the major

<table>
<thead>
<tr>
<th>Major Learning Outcomes</th>
<th>Units of Study</th>
<th>BIO1XX7</th>
<th>BIO1XX6/ CHEM1XX1</th>
<th>MICR2X31</th>
<th>MIMI2X02/ MEDS2004</th>
<th>SCPU3001/ MICR3888</th>
<th>MICR3X11</th>
<th>MICR3X32</th>
<th>MICR3X42</th>
<th>VIRO3X01</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a broad, coherent and integrated body of knowledge in the identification, classification and evolution of microbes.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>2. Integrate depth of knowledge in fundamental differences in size, complexity and replication strategies to differentiate between the major groups of microbes – Bacteria, Archaea, Fungi, Viruses and protists.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3. Demonstrate skills in safe and ethical laboratory practice in microbiology, including ensuring aseptic conditions to avoid contamination.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>4. Grow, enumerate and observe microbes macroscopically and microscopically, and interpret these observations to address questions in microbiology.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>5. Source, collate, synthesise and critically evaluate information from a range of sources in microbiological research.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>6. Communicate concepts and findings in microbiology to diverse audiences through a range of modes, using evidence-based arguments that are robust to critique.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>7. Assess how microbes contribute to both harmful and beneficial processes that affect human health and the ecosphere.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>8. Address authentic problems in microbiology, working professionally and responsibly both as individuals and within diverse, collaborative, interdisciplinary teams.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>9. Evaluate the critical importance of microbes across a range of environmental and cultural contexts.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>
### Graduate Qualities Embedded in the Learning Outcomes of the Microbiology Major

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a broad, coherent and integrated body of knowledge in the identification, classification and evolution of microbes.</td>
<td>Y</td>
</tr>
<tr>
<td>2. Integrate depth of knowledge in fundamental differences in size, complexity and replication strategies to differentiate between the major groups of microbes – Bacteria, Archaea, Fungi, Viruses and protists</td>
<td>Y Y</td>
</tr>
<tr>
<td>3. Demonstrate skills in safe and ethical laboratory practice in microbiology, including ensuring aseptic conditions to avoid contamination.</td>
<td>Y</td>
</tr>
<tr>
<td>4. Grow, enumerate and observe microbes macroscopically and microscopically, and interpret these observations to address questions in microbiology.</td>
<td>Y</td>
</tr>
<tr>
<td>5. Source, collate, synthesise and critically evaluate information from a range of sources in microbiological research.</td>
<td>Y Y</td>
</tr>
<tr>
<td>6. Communicate concepts and findings in microbiology to diverse audiences through a range of modes, using evidence-based arguments that are robust to critique.</td>
<td>Y</td>
</tr>
<tr>
<td>7. Assess how microbes contribute to both harmful and beneficial processes that affect human health and the ecosphere.</td>
<td>Y Y Y</td>
</tr>
<tr>
<td>8. Address authentic problems in microbiology, working professionally and responsibly both as individuals and within diverse, collaborative, interdisciplinary teams.</td>
<td>Y Y Y</td>
</tr>
<tr>
<td>9. Evaluate the critical importance of microbes across a range of environmental and cultural contexts.</td>
<td>Y Y Y</td>
</tr>
</tbody>
</table>
Development of the Graduate Qualities in the Microbiology Major

As you progress through the 3 levels of the major, you will engage with increasingly sophisticated concepts, skills and understandings of Microbiology. This will culminate in the final year with outcomes that align with the national Australian Society of Microbiology learning outcomes determined nationally to be important for Microbiology graduates.

GQ1 - Depth of Disciplinary Expertise

1000-Level

At the 1000-level, the core unit, BIOL1XX7 From Molecules to Ecosystems, will establish foundations in microbiology, by providing you with a coherent understanding of the importance and role of microbes in ecosystem biology. You will be introduced to the important nexus of interrelationships between animals, humans and the environment, and the concept of planetary resilience where microbes lie at the core of global health and play a critical role in maintenance and stability of ecosystems. You will cover the basis of microbial molecular biology as a foundation for 2000-level exploration of microbial replication and cell structure and function.

You will choose between two selective units: a second Biology unit BIOL1XX6 Life and Evolution in which the role of mutations and transformations as the basis of evolution through natural selection will be covered. Alternatively or additionally, a junior Chemistry unit may be taken that will provide the basis for understanding interactions and structures of DNA, RNA and proteins.

In all 1000-level units in the major, you will begin to develop skills in inquiry, observation and measurement in experimental process and design.

2000-level

At the 2000-level in two core units, you will build on the 1000-level BIOL1XX7 foundation of applying microbial and molecular biology to the diagnosis and treatment of disease to explore:

MICR2X31 Microbiology: diversity and activity of microorganism: viruses, bacteria, fungi, algae and protozoa, nutrient cycling and biodegradation in healthy ecosystems, microbes in biotechnology and food production, and their ability to cause harm, producing disease, poisoning, pollution and spoilage. You will learn about the human and animal microbiome and its role in maintaining good health.

MIMI2X02/MEDS2004 Microbes, Infection and Immunity: an integrated approach to investigation of interactions between microbes and human and animal hosts in disease transmission, establishment, progression, immune response and damage to the host. You will learn to challenge opinions on important ethical issues such as public health, antibiotic stewardship and vaccine efficacy.

These units form an essential platform for progression to the 3000-level units.

3000-level

At the 3000-level, two core units are central:

MICR3X11 Microbes in Infection in which you will develop a deep knowledge and coherent understanding of clinical medical microbiology through exploring microbes in human disease, important public health issues and emergence or re-emergence of disease.

In the interdisciplinary project unit SCPU3001/MICR3888, you will bring your disciplinary knowledge and skills developed in the 2000-level units and MICR3X11 to contribute to an interdisciplinary approach to addressing a complex authentic problem.

You will choose two from three selective units that provide specific focus:

MICR3X32 explores cellular and molecular microbiology through microbial evolution, pathogenesis, physiology, ecology, biotechnology and genetics.

MICR3X42 fosters research skills in molecular microbiology by exploring bioremediation, microbial biotechnology, epidemiological tracing of disease outbreaks and yeast genetics.

VIRO3X01 establishes the basis of virology: viral infection in plant and animal cells and bacteria, virus structure and genomes, gene expression and replication, pathogenesis, cell injury, the immune response and the prevention and control of infection and outbreaks of viral disease.

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At the 3000-level, you will undertake significant team project work in all senior units and will develop evidence-based investigation skills that are necessary for a microbiology graduate to be highly effective in the workplace.

With disciplinary depth built sequentially through the major, on completion you will have developed a broad and coherent body of knowledge and skills that enable an informed and sophisticated conception of the position of microbiology in today’s world.

**GQ2 - Critical Thinking and Problem Solving**
The pathway in Microbiology is particularly focused on developing universally valuable critical thinking skills. At all levels you will be encouraged to think critically to evaluate information and to enable you to determine solutions to particular problems. Your learning will be scaffolded in a series of problem-based case studies in the 2000- and 3000-level units particularly in MIMI2X02/MEDS2004, MICR3X11 and MICR3X42. The learning outcomes and assessments of all five 3000-level units particularly focus on critical analytical thinking and problem solving.

In completing the 3000-level interdisciplinary project unit you will have applied your disciplinary knowledge gained throughout this major to an authentic problem to identify significant issues and determine solutions. Critical analysis and research method is crucial to such processes.

**GQ3 - Communication**
Communication is essential to being an effective microbiologist. The major is framed throughout with a variety of communication activities that build breadth and depth of skills from level to level. All units in the major have at least two communication tasks in a variety of modes from electronic platforms via design of a website (MICR3932), to interpersonal connections via videos (MICR3X42) and presentations (MICR2X31, MICR3X11, VIRO3X01 and SCPU3001/MICR3888), and honing writing skills via essays (MIMI2X02/MEDS2004, MICR3X42, and SCPU3001/MICR3888), assignments as well as formal examinations. You will develop high-level transferable communication skills in this major.

**GQ4 - Information/Digital Literacy**
An evidence-based approach is fundamental to scientific process. Information and digital literacy that is developed in a sequential way from level to level is the backbone of research competency and future learning. You are supported throughout your Microbiology major to develop information literacy skills to a very high level with investigative projects embedded in MICR2X31 and MICR3X11 and with student-centred learning activities embedded in MIMI2X02/MEDS2004. Development of information and digital literacy culminates in investigative research projects in the core SCPU3001/MICR3888 interdisciplinary project unit as well as in the senior selective units MICR3X32 and MICR3X42.

**GQ5 - Inventiveness**
Effective microbiologists have the ability to effectively evaluate information, use that information to invent solutions to problems and apply concepts to new areas. Inventiveness is stimulated in the integrated MIMI2X02/MEDS2004 workshops in which several significant real-world problems are investigated. Inventiveness builds on this foundation and is fostered to a high level in the 3000-level microbiology units in particular in the MICR3X42 practical project as well as in the interdisciplinary project unit in which a solution to an authentic problem is developed and assessed.

**GQ6 - Cultural Competence**
The Microbiology major contains significant team work that supports co-learning and enhances breadth and quality of understandings of the perspectives and contexts of others. Students in the major are from diverse cultural, linguistic and environmental backgrounds. Working alongside students from diverse backgrounds and cultures in practical classes and learning groups will foster sensitivity to a variety of perspectives. This will enable you, as a graduate, to effectively address significant problems facing the world today that are embedded in different cultural and environmental contexts, for example health infrastructure and antibiotic therapy and stewardship.

Cultural awareness is critical for a microbiologist to be an effective communicator of ideas and negotiator of outcomes and solutions. Cultural competence will be developed in all practical contact sessions and workshops and will be assessed in communication tasks and the project unit reflective journal.
GQ7 - Interdisciplinary effectiveness
Microbiology is inherently interdisciplinary, as microbes exist in communities with all forms of life on our planet and significantly affect the complex outcomes of the interactions in these communities. Integrated understandings of microbiology with other forms of science such as chemistry, molecular biology, immunology, pathology, epidemiology, public health, and ethics, therefore inform effective synthesis of ideas and successful formulation of solutions to problems that face professional microbiologists.

MIMI2X02/MEDS2004 Microbes, Infection and Immunity and the 3000-level Science interdisciplinary project unit facilitate significant integrated learning. The major culminates with various project opportunities that foster interdisciplinary effectiveness. In particular, the 3000-level interdisciplinary project unit final group report, group presentation and individual reflective journal will demonstrate how you apply your disciplinary knowledge gained throughout this major to an interdisciplinary exploration of an authentic problem.

GQ8 - An integrated professional, ethical and personal identity
Professional identity is built from day one in this major. Not only is the major aligned with the graduate outcomes described by the Australian Society for Microbiology but you will engage with ethical dilemmas in discussing ethical treatment options, antibiotic stewardship, vaccination perspectives, bioremediation, and animal husbandry. Contributing microbiology knowledge and skills to the interdisciplinary exploration of an authentic problem will inform and develop your personal identity as a microbiologist. On completion of the major, you will have developed your own conceptions of the roles that microbes play in many different biological contexts.

You will be encouraged to form your own identity as a graduate who will be able to make successful and valued contributions to the microbiology profession.

GQ9 - Influence
Throughout the major, by engaging with team work in all units, you will develop leadership skills and refine attitudes to your peers that support mutual learning and problem-solving that are important to the profession today. You will develop professional perspectives and a demeanour in practical classes that will allow you to demonstrate high-level behaviours that will effectively influence others. Your high-level knowledge and skills in communication and discipline expertise will inform your ability to engage with, persuade and influence the views of others, including non-scientists.
Map of development of graduate qualities embedded in learning activities and assessment tasks in the Microbiology major.

<table>
<thead>
<tr>
<th>MAJOR: MICROBIOLOGY</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit of study</td>
<td>Core</td>
</tr>
<tr>
<td>1000-level</td>
<td>1 Disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>Communication (oral and written)</td>
</tr>
<tr>
<td></td>
<td>4 Inventiveness</td>
</tr>
<tr>
<td></td>
<td>7 Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>9 Influence</td>
</tr>
<tr>
<td>BIOL1XX7</td>
<td>Final exam</td>
</tr>
<tr>
<td></td>
<td>1 from: BIOL1XX6/CHEM1XX1</td>
</tr>
<tr>
<td>2000-level</td>
<td>Minor in-semester tasks</td>
</tr>
<tr>
<td>MICR2X31</td>
<td>Online quizzes</td>
</tr>
<tr>
<td>MIMI2X02/MEDS2004</td>
<td>Final exam</td>
</tr>
<tr>
<td>3000-level</td>
<td>Final exam(M)</td>
</tr>
<tr>
<td>MICR3X11</td>
<td>Mid-S exam</td>
</tr>
<tr>
<td></td>
<td>Mid-S exam</td>
</tr>
<tr>
<td></td>
<td>Prac exam</td>
</tr>
<tr>
<td></td>
<td>Essay</td>
</tr>
<tr>
<td></td>
<td>Prac reports</td>
</tr>
<tr>
<td>Viro3X01</td>
<td>Final exam</td>
</tr>
<tr>
<td>Interdiscip’y</td>
<td>Essay</td>
</tr>
<tr>
<td>Project unit</td>
<td>Presentation</td>
</tr>
<tr>
<td>SCPU3001/MICR3888</td>
<td></td>
</tr>
</tbody>
</table>

KEY: (M) = measurement point for GQ rubric to determine level of development of GQ at degree completion.
**Appendix 8 Template for making an assessment plan**

Template for liberal studies degrees

About the <major> <program>
Description from handbook

Learning outcomes
Upon completion of a <major> <program> in XXXXXXX, students will be able to:

<table>
<thead>
<tr>
<th>Mid-level learning outcomes</th>
<th>Depth of Disciplinary Expertise</th>
<th>Broader Skills</th>
<th>Cultural Competence</th>
<th>Interdisciplinary Effectiveness</th>
<th>An Integrated professional, ethical and personal identity</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLO1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLO2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLO3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLO4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLO5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLO6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Developing the Graduate Qualities

1000 level
Which graduate qualities are developed during the first year of study? How do the different units comprising the first year do so?

2000 level
Which graduate qualities are developed during the second year of study? How do the different units comprising the year do so? Is this done differently through core as opposed to selective units of study? What will students be expected to do/produce and what can they expect in terms of assessment?

3000 level
Which graduate qualities are developed during the third year of study? How do the different units comprising the year do so? Is this done differently through core as opposed to selective units of study? What will students be expected to do/produce and what can they expect in terms of assessment?

4000 level (for BAdvStudies only)
Which graduate qualities are developed during the fourth year of study? How do the different units comprising the year do so? Is this done differently through advanced coursework as opposed to project units of study? What will students be expected to do/produce and what can they expect in terms of assessment?
Student progress toward achieving the graduate qualities will be assessed in the following units of study:

<table>
<thead>
<tr>
<th>Graduate Quality</th>
<th>1000-level</th>
<th>2000-level</th>
<th>3000-level</th>
<th>4000-level (BAdvStudies only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Units</td>
<td>Selective Units</td>
<td>Core Units</td>
<td>Selective Units</td>
</tr>
<tr>
<td>Depth of Disciplinary Expertise</td>
<td></td>
<td></td>
<td></td>
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Template for professional degrees

About <stream in degree> <specialisation in degree> <degree> [select relevant – must be substantive academic field of study]

Description from handbook

Learning outcomes
Upon completion of study in the <stream in degree> <specialisation in degree> <degree>, students will be able to:

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<th>Mid-level learning outcomes</th>
<th>Depth of Disciplinary Expertise</th>
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<th>Influence</th>
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Developing the Graduate Qualities

1000 level
Which graduate qualities are developed during the first year of study? How do the different units comprising the first year do so?

2000 level
Which graduate qualities are developed during the second year of study? How do the different units comprising the year do so? Is this done differently through core as opposed to selective units of study? What will students be expected to do/produce and what can they expect in terms of assessment?

3000 level
Which graduate qualities are developed during the third year of study? How do the different units comprising the year do so? Is this done differently through core as opposed to selective units of study? What will students be expected to do/produce and what can they expect in terms of assessment?

4000 level (if required)
Which graduate qualities are developed during the fourth year of study? How do the different units comprising the year do so? Is this done differently through advanced coursework as opposed to project units of study? What will students be expected to do/produce and what can they expect in terms of assessment?

Student progress toward achieving the graduate qualities will be assessed in the following units of study:
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Appendix 9 Guidelines for revising learning outcomes

Guidelines for writing Course Learning Outcomes (CLOs)

− All nine Graduate Qualities should be expressed in the Course Learning Outcomes developed for each course. The wording does not need to mirror the Graduate Qualities exactly.

− Course Learning Outcomes should be contextualised to the nature of the course and the characteristics of graduates expected by the relevant profession or field.

− In many courses, Course Learning Outcomes relate to a variety of mid-level learning outcomes (MLOs) covering different disciplines and therefore should be written in suitably broad terms.

− If professional accreditation requirements exist, these should be incorporated into the Course Learning Outcomes.

− Course Learning Outcomes need not match the Graduate Qualities on a one-for-one basis. Elements of a single Graduate Quality, for example, can be incorporated in separate Course Learning Outcomes.

− Up to four Graduate Qualities can be included in a single Course Learning Outcomes.

− Write between six and twelve learning outcomes per course. Too many Course Learning Outcomes make it difficult for students to encompass the intent of a course, whereas too few tend to become oversimplified and therefore meaningless.

− Write in complete sentences. One sentence is normally sufficient per learning outcome.

− Avoid unnecessarily complex language and unexplained terminology.

− The first phrase of the learning outcome should contain a verb: the list of verbs in Bloom’s Taxonomy (Revised) or other learning taxonomies may be of assistance in capturing the appropriate level of complexity and synthesis. The selection will depend on the level of learning expected according to the taxonomy’s hierarchy.* For example: Students will be able to analyse...

− The next phrase is the object of the verb and refers to what students should be able to do in a way that is measurable through assessment. It may be followed by further clauses which contextualise, explain or elaborate the outcome or the way in which it will be demonstrated.*

For example: Students will be able to demonstrate proficiency in scientific communication by communicating scientific results, information or arguments to a range of audiences for a range of purposes using a variety of modes.

− Finally, seek peer review and ensure that the whole suite of learning outcomes makes sense, to both experts and students.

* Further details, including an abridged version of Bloom’s taxonomy, are available.
Guidelines for writing Mid-level Learning Outcomes (MLOs) for curriculum components

- Mid-level Learning Outcomes should be written for curriculum components (majors, programs, streams and, optionally, minors without a parent major).

- All nine Graduate Qualities should be expressed in the Mid-level Learning Outcomes developed for each curriculum component. [NB Not all Graduate Qualities need to be expressed in the Mid-level Learning Outcomes for minors.] The wording of the Mid-level Learning Outcomes does not need to mirror the wording used in the Graduate Qualities exactly.

- Mid-level Learning Outcomes should be contextualised to the nature of the discipline and the graduate characteristics expected by the relevant profession or field.

- Mid-level Learning Outcomes should relate to the various unit learning outcomes applicable to the units in your curriculum component and are therefore written in suitably broad terms.

- If professional accreditation requirements exist, these are incorporated into the relevant Mid-level Learning Outcomes.

- Mid-level Learning Outcomes need not match the Graduate Qualities on a one-for-one basis. Elements of a single Graduate Quality, for example, may be incorporated in more than one Mid-level Learning Outcome.

- Mid-level Learning Outcomes are not mapped to Graduate Qualities directly as these are derived from the Course Learning Outcomes of the principal course your component belongs to.

- Write between 6 and 12 learning outcomes per curriculum component. Too many Mid-level Learning Outcomes make it difficult for students to encompass the intent of a component, whereas too few tend to become oversimplified and therefore meaningless.

- Write in complete sentences. One sentence is normally sufficient.

- Avoid unnecessarily complex language and unexplained terminology.

- The first phrase of the learning outcome should contain a verb: the list of verbs in Bloom’s Taxonomy (Revised) or other learning taxonomies may be of assistance in capturing the appropriate level of complexity and synthesis. The selection will depend on the level of learning expected according to the taxonomy’s hierarchy.* For example: Students will be able to analyset...

- The next phrase is the object of the verb and refers to what students should be able to do in a way that is measurable through assessment. It may be followed by further clauses which contextualise, explain or elaborate the outcome or the way in which it will be demonstrated.* For example: Students will demonstrate effective communication of chemical knowledge by presenting information, articulating arguments and conclusions, to diverse audiences in a variety of modes and for a range of purposes, and by appropriately documenting the essential details of procedures taken, key observations, results and conclusions.

- Finally, seek peer review and ensure that the whole suite of learning outcomes makes sense. Not to you as an expert, but to your students.

* Further details, including an abridged version of Bloom’s taxonomy, are available
## Appendix 10 List of undergraduate course and component coordinators

<table>
<thead>
<tr>
<th>Faculty/University School</th>
<th>Course</th>
<th>Course coordinator</th>
<th>Curriculum component</th>
<th>Component coordinator</th>
</tr>
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<tbody>
<tr>
<td>FASS</td>
<td>Bachelor of Arts/Bachelor of Advanced Studies</td>
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<td>Dalyell (Stream)</td>
<td>Alexander Lefebvre/Brendon O'Connor</td>
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<tr>
<td></td>
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<td>International and Global Studies (Stream) Program only available in the stream</td>
<td>Dirk Moses</td>
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<tr>
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<td>Media and Communications (Stream) Program only available in the stream</td>
<td>Jonathon Hutchinson</td>
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<td>Politics and International Relations (Stream) Program only available in the stream</td>
<td>Anna Boucher</td>
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<tr>
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<td>Agriculture and Resource Economics</td>
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<td>Ancient Greek</td>
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<td>Course coordinator</td>
<td>Curriculum component</td>
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<td>Economic Policy</td>
<td>David Ubilava</td>
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|                          |        |                    | English              | Up until May: Isabelle Hesse  
From May: Liam Semler |
<p>|                          |        |                    | European Studies     | Peter Morgan          |
|                          |        |                    | Financial Economics  | David Ubilava         |
|                          |        |                    | Film Studies         | Bruce Isaacs          |
|                          |        |                    | French and Francophone Studies | Michelle Royer |
|                          |        |                    | Gender Studies       | Guy Redden            |
|                          |        |                    | Germanic Studies     | Cat Moir              |
|                          |        |                    | Global Studies (only available in the Stream) | Dirk Moses |
|                          |        |                    | Hebrew               | Yona Gilead           |
|                          |        |                    | History              | Marco Duranti         |
|                          |        |                    | Indigenous Studies   | Lynette Riley         |
|                          |        |                    | Indonesian Studies   | Adrian Vickers        |
|                          |        |                    | International and Comparative Literary Studies | Rebecca Suter |
|                          |        |                    | International Relations | Anna Boucher         |
|                          |        |                    | Italian Studies      | Giorgia Alù           |
|                          |        |                    | Japanese Studies     | Rebecca Suter         |
|                          |        |                    | Jewish Civilisation, Thought and Culture | Avril Alba  |</p>
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<th>Faculty/University School</th>
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<th>Curriculum component</th>
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From May: Liam Semler |
<p>|                           |        |                    | Celtic Studies (minor) | Jonathan Wooding      |
|                           |        |                    | Classics (honours only) | Greg Martin           |
|                           |        |                    | Criminology (minor)    | Guy Redden            |
|                           |        |                    | Diversity studies (minor) |                     |
|                           |        |                    | Sanskrit (minor)       | Mark Allon            |</p>
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<td>Jeaney Yip</td>
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<td>Peter Rutledge</td>
<td>Dalyell (Stream)</td>
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Appendix 11 Validation

Introduction
This short paper is designed to list some of the validation procedures that the Assessment Working Group might want to consider providing as a basis for producing the evidential case that the rubrics that are used to measure graduate qualities are reasonably adequate and accurate.

The University-level Graduate Quality Rubrics are not designed as standardised assessment instruments, but they are going to be measurement scales (rubrics) or progress maps along which student progress can be mapped. As such, like any other measurement scale there must be a validation process conducted to make sure that the measurement scales are measuring what they purport to measure.

Validity and the measurement of the validation process

Messick (1989) described validity as an “integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment”.

Validating a measurement scale (rubric in our case) involves using both theoretical and empirical approaches in an integrated multi-step process to collecting the evidence to support the argument that the scale is really measuring the graduate quality that it is designed to measure.

An integrated methodology for building the evidential case

The integrated approach starts with conceptualising the graduate qualities. This includes defining each graduate quality, identifying its constituent components (or indicators) and then defining the developmental criteria (performance descriptors) that describe increasing levels of proficiency of the various components. The conceptualisation of the graduate qualities is captured in the University-level rubrics that represent the measurement scale.

The process that has been used to develop the rubrics has involved subject experts from different disciplines from across the University have worked collaboratively to produce the rubrics and as such the various versions that have been produced in developing the rubrics provides some theoretical evidence regarding the content validity of the rubrics themselves as the arguments that have led to version changes would focus upon making sure that the rubric is measuring what to is supposed to be measuring.

In addition, because various committees in the University have been invited to review and comment on the definitions and the rubrics themselves there is further evidence regarding the degree of content and face validity of the rubrics. The evidence from these review sessions should be systematically collected and organised as part of the integrated validation process (argument) for the “defence” of the rubrics.

Having international experts review and evaluate the rubrics from different perspectives also provides evidence regarding the validity of the rubrics.

There are other processes that should now be carried out to generate further evidence (and hence confidence both within and outside the University) that these rubrics are measuring what they are expected to measure. For example, focus groups should be constituted comprising a range of stakeholders (employers, lecturers, educational administrators, students, etc.) to carry out a more structured content validation of the rubrics. The outcomes from these focus groups should be fed into the working parties who have developed the graduate quality rubrics for
them to evaluate the comments/suggestions regarding the structure of the rubrics (with all the arguments either supporting the change or underpinning why the changes have not been incorporated into the rubric documented as part of the process).

Panels of stakeholders (e.g. academics who must use the rubrics and students) could be invited to take part in a formal review process modified Q-sort process. In this process, each participant is given a list of the graduate qualities with their definitions and a stack of index cards (this could be done online) listing the components for each of the definitions. The participants would then be invited to independently read each index card, examine the clarity, readability, and semantic meaning of component on the index card, and sort it with the graduate quality where it seems to make the most sense. Inter-rater reliability is assessed to examine the extent to which participants agree with the classifications. The process could then be repeated except this time, the developmental criteria that describe increasing levels of proficiency of the various components can be sorted to show growth in proficiency for each of the components of a graduate quality. Once again, the empirical evidence regarding the degree of inter-rater reliability would be captured to contribute to the validity evidence for the rubric.

Other evidence will emerge from the interactions that take place with discipline teams as they evaluate the suitability of the University rubric for use within a discipline. It is important that this evidence be collected systematically and built into the evidential argument that underpins the case for validity of the rubrics.

A different type of validity evidence will emerge once the scale has been developed and is ready for use by academics in the assessment and measurement process. The model that Assessment Working Group is considering empowers the lecturers themselves to develop assessment tasks that can be used to collect evidence from students about what it is the know, can do and “feel”; and, it is this evidence which is used to locate the student on the rubric. As lecturers work to build assessments that produce results that are as valid as possible, they will interact with the rubrics (either University or discipline-specific rubrics) and will have questions/suggestions about the descriptors etc. which should be collected and used to monitor the quality of the rubrics. While this may not lead to variation in the rubrics at the time, there should be a system of periodic review of the rubrics which would involve collecting all sorts of theoretical and empirical evidence to make sure that the rubrics are still relevant and effective in the measurement process.

It is also important that evidence should also be collected regarding the validity (including reliability) of the assessment tasks that are used to measure the student performance. If the tasks lack a degree of validity, then the judgement that is made regarding the location of the students on the rubric is problematic.

Next, in the validation process it would be necessary to evaluate the predictive validity of each of the measures of the graduate qualities. There are theoretical models that use regression analysis or structural equation modelling to provide evidence about how effective the measures that are being produced are in predicting performance in the various domains (e.g. academic, work) that will use the measures to select our graduates.

Finally, it is important to predict, monitor and address as quickly as possible any unintended consequences of the measurement process that would decrease the value of the measures that are used to summarise the performance of the students on the graduate qualities.

Conclusion
If the graduate quality rubrics being developed by the Assessment Working Group have an evidential argument that satisfies most, or all of the requirements of reliability and validity described in this short, then the University can be relatively assured that operationalised measures are reasonably adequate and accurate.
Confidential OR Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Professor Pip Pattison, DVC Education</th>
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<tr>
<td>Reviewer/Approver</td>
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<tr>
<td>Paper title</td>
<td>A strategy for the student experience at the University of Sydney</td>
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<tr>
<td>Purpose</td>
<td>To seek Academic Board feedback on the draft strategy for the student experience</td>
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</table>

**RECOMMENDATION**

_The Academic Board is asked to provide feedback on the draft strategy for the student experience._

**EXECUTIVE SUMMARY**

Building on the work of the 2017 International Student Experience Taskforce, the attached draft paper sets out a vision for the student experience at the University of Sydney and a set of principles and a strategy to guide our efforts in realising it.

The student experience is conceptualised as a loosely structured sequence of interactions of three broad types: a kernel of interactions and relationships that support learning and participation in student life and thereby students’ academic and social connection to the University; a suite of interactions that provide vital support for key student transitions and choices, from the moment of first encounter with the University to sustained participation as alumni; and encounters with the essential supporting services, processes and systems that enable active and meaningful engagement in university life.

Quality of these interactions and a commitment to student-centricity – integration across the constituent interaction types and a contextualised, personalised experience – is required to ensure a seamless, coherent and satisfying experience that is supportive of each student’s and the University’s educational goals.

We describe the University of Sydney’s aspiration for the student experience in these terms, and articulate a set of guiding principles for the student experience at the University. We then present a strategy for the student experience in four parts to achieve:

- a student-centric design of systems and processes supporting the student experience and data-informed quality improvement processes;
- strengthened connection of students to the University community, through strengthening of the relational aspects of learning and increased opportunities for social connection;
- a scaffolded transition to University and systematic opportunities for structured reflection and advice on achieving aspirations for learning, life and career; and
- integrated, student-centric support services that seek to offer opportunities for all students to achieve their educational aspirations.

**ATTACHMENTS**

Attachment 1: A strategy for the student experience at the University of Sydney (paper)
A strategy for the student experience at the University of Sydney

Professor Pip Pattison

DVC Education

Education Portfolio
A strategy for the student experience at the University of Sydney

Professor Pip Pattison, DVC Education
20 November 2018

Executive Summary

Building on the work of the 2017 International Student Experience Taskforce, this paper sets out a vision for the student experience at the University of Sydney and a set of principles and a strategy to guide our efforts in realising it. We conceptualise the student experience as a loosely structured sequence of interactions of three broad types: a kernel of interactions and relationships that support learning and participation in student life and thereby students’ academic and social connection to the University; a suite of interactions that provide vital support for key student transitions and choices, from the moment of first encounter with the University to sustained participation as alumni; and encounters with the essential supporting services, processes and systems that enable active and meaningful engagement in university life. A commitment to student-centricity – quality and integration across the constituent interaction types and a contextualised, personalised experience – will ensure a seamless, coherent and satisfying experience that is supportive of each student’s and the University’s educational goals. We describe the University of Sydney’s aspiration for an outstanding student experience in these terms, and articulate a set of guiding principles for the student experience at the University. We then present a strategy in four parts: a student-centric design; an enriched educational and student life experience; outstanding transition to University and support for academic and career choice and development; and effective and targeted essential student support services.

Conceptualising the student experience

We represent the student experience as a clustered suite of interactions and relationships of different types (see Figure 1). The characterisation is intended to encompass the entire experience students have with the University, from being prospective students through to becoming alumni and possibly returning students. The clusters differ in the extent to which their constituent encounters and relationships occur early, later or throughout a student’s trajectory. They also differ in the extent to which they reflect one-off transactions or interactions that are repeated and more relational in character. Some types of interactions occur for all students and in a more-or-less regular sequence (e.g. consideration before application, selection before enrolment, transition in before transition out) whereas others can occur at any time and in ways that are individually distinctive (e.g. need for financial assistance, need for special consideration at times of illness). Hence any characterisation of the student experience is necessarily an abstraction, but we use the representation of Figure 1 to frame our vision for the student experience and set out the steps to achieve it.

The core of the student experience is seen as being interactive and relational in character and linked very closely to learning and participating in the life of the University and, through these core forms of educational and social participation, coming to belong to, and feel a part of, the University community. The three aspects of learning, participating and belonging are anchored in interactions and relationships among students and between staff and students, interactions that not only support students’ social and academic connection to the University but also frame the ways in which students engage with the University in future. A primary focus for the student experience should therefore be to ensure that students have a positive and intellectually stimulating experience of these core interactions as well as genuinely realisable opportunities for some of these interactions to lead to more lasting relationships, such as friendships with fellow students and advising or mentoring relationships with staff. Keeping connected after graduation gives ongoing expression to these core relationships.
Enabling these core relational aspects of the student experience are moments of significant transition and choice. These include joining the University community, navigating the options and choices within degrees and the broader University experience in terms of aspirations for life and career, and preparing for finishing a degree and successfully transiting to a next phase, whether it involves further study, paid employment or starting a venture of one’s own. These are moments at which carefully targeted University support can have particularly significant impact. The initial encounters with outreach and the recruitment process and the decision to accept an offer from the University – the mutual process of selecting on the part of a student and the University – can also be included among these key moments of transition and choice.

Serving as a foundation for the student experience are the essential supports in place to assist students to participate fully in University life. This may include overcoming or at least mitigating barriers to full participation, and also providing enriching opportunities, such as access to mobility, that might otherwise be unavailable because of life circumstances. Included here are not just the fundamental living requirements for engagement in university life – such as accommodation, transportation, financial resources, health and wellbeing – but also the University systems for transacting with the University and the University’s enabling environment (the inter-related physical, virtual, policy, social and cultural infrastructure) that shape the unfolding sequence of encounters and developing relationships that go to make up students’ University experience. The inter-relationships are important, and reflect, for example, the way in which the University’s policies give expression to the University’s core values.

Figure 1. Conceptualising the student experience

While we can distil the student experience into these three broad types — the relational kernel of the student experience, the critically important encounters that support transition and choice, and essential supports for active and meaningful engagement — it is, of course, important to recognise the rich diversity of relationships and interactions that populate these three broad types and the unique trajectories and patterns of encounter that make up each student’s individual experience. It is also important to emphasise that the quality of the overall experience for each student is vitally dependent not just on the quality of each constituent relationship and interaction but also on the extent to which each individual student’s unique trajectory is able to meet their individual need and be experienced as seamless and coherent through effectively integrated supporting processes and systems. A student experience that comprises high quality, tailored, seamless interactions is genuinely student-centric in its design.

**A vision for an outstanding student experience**

Our overarching aspiration is for an outstanding student experience, one that results in students being and feeling connected to the University community. This connection should be underpinned by broadly satisfying and intellectually stimulating day-to-day interactions with fellow students and staff and sustained by some more enduring social relationships with peers and, ideally, advising or mentoring relationships with one or more staff members. It will also involve participation in the broader life of the University community, including in social, cultural, voluntary and sporting activities, and contribution to the University community, whether through engagement as a peer or mentor for others, or active participation in the work of the University.

Connection to the University community depends for many students on support to address barriers to engagement and/or opportunities for engagement that go beyond the curriculum. Of course, the form of desired and actual connection will vary considerably from one student to the next, but in an ideal world, all students will be able to point to interactions and relationships that positively enrich their academic, social and cultural experience of the University, contribute to their engagement with learning and participation in University life, and have a positive impact both on the value that they ascribe to their university experience and to the quality of their educational and career outcomes. Ideally also, all students will regularly experience positive interactions that support learning and engagement across many parts of the University community and the University community itself will have a high level of internal and external connectivity in its interaction and relationship structures.

To bring about these relational aspirations, the University will have in place systematic opportunities for their development, including support for students to find the academic and social settings that facilitate the desired forms of interaction and engagement, and structured opportunities to reflect on life aspirations and learning and career goals and make academic choices that support their realisation. The University will ensure seamless access to accurate, integrated and comprehensive information resources covering all aspects of joining the University community and its systems, resources and support services, for example, through a well-structured student portal sensitive to a student’s changing circumstances, such as whether they are commencing or returning students, or new to the city and/or country. This digital portal will be supplemented by an integrated relationship management system, a University-wide advising and careers service, and ‘pop up’ enquiry services at key transition moments to support students who require specialised assistance, such as for more complex queries or for issues that require coordination across different parts of the University.

Through a focussed transition program as part of every student’s initial educational engagement, the University will also ensure that the experience of commencing at the University attends jointly and coherently to academic and social transition. It will set expectations for study at the University and support students’ preparedness for their studies through systematic efforts to identify their strengths as well as opportunities for targeted support to increase the likelihood of success. It will also provide a milieu that is intentionally facilitative of meaningful academic and social interactions among students within classes, within
cohorts and across the University. From their earliest encounters with the University, students will be encouraged to: explore and come to understand their strengths and opportunities for development; articulate their current and emerging aspirations and what that means for the academic choices they make and their developing sense of themselves; engage in student life and the exploration and further development of extra-curricular interests; and reflect on and make choices about next steps and opportunities. In this way, the University will provide structured and scaffolded opportunities through which students can take responsibility for the learning choices they make, broaden their participation in the life of the University, and develop the tools for a considered and reflective approach to ongoing learning.

The opportunity to focus early on self-awareness, life aspirations and academic choice will be the first step in a more sustained commitment to the support of students' academic trajectories and choice; students will be able to connect at critical moments of choice to supporting frameworks, relevant information about careers, further study opportunities and emerging societal and labour market trends and, ideally, discussion with an appropriate and skilled advisor or facilitator. The University will also offer experiential opportunities to explore next career steps or further study options in both curricular (e.g. industry and community project units, placements and internships, research or entrepreneurship projects) and co-curricular (e.g. volunteering, work experience, entrepreneurship opportunity) forms.

The University will also have in place systems and support structures to facilitate students' effective engagement in University life. This includes dealing as a University student with the basic requirements for living, including health, wellbeing and safety, addressing personal and other barriers to participation, and engaging efficiently and seamlessly with University systems and supports. Necessarily, these systems and support structures will focus on essential supports in areas of greatest unmet need, as well as on liaison and coordination with available community and specialist external services, including those related to accommodation, health and wellbeing, and childcare.

An effective systems and support environment will also foster engagement with the University community through the further creation of student spaces and formal and informal learning spaces aligned to the University's aspirations for the student experience just described. Libraries and physical and virtual environments will support informal learning, including interactive educational activities, as well as social interaction and mixing. University- and student-led programs will also foster academic and social interaction. The University's culture and organisational and policy framework will also reflect the University's values and its aspiration of an outstanding educational experience and excellent graduate outcomes.

The University will know that it has achieved its vision for an outstanding student experience when its existing Key Performance Indicators for Education and the Student Experience, as well as additional indicators to be developed as part of this strategy, demonstrate that the University is among the leading universities within Australia for the quality of its educational experience and student life.

Principles for the student experience

To test and prioritise strategic initiatives for an improved student experience, an expanded set of guiding principles is proposed. These are that the student experience should:

**Student-centric**

- reflect a commitment to student-centricity, that is, to interactions with the University that are seamless, responsive, of high quality, and tailored to students' personal needs;
- scaffold the transition from commencing to experienced student and then successful graduate through targeted support at key moments of challenge;
- ensure effective access to supporting information, resources and systems;
• provide timely, effective, personalised assistance to manage barriers to participation or periods of crisis or need and work to ensure opportunity for all students to succeed;

Strategic and outcome-focused
• support the University’s education strategy by providing curricular, co-curricular and extra-curricular opportunities for students to realise their potential and develop to a high level the University’s identified graduate qualities;
• encourage and support each student to identify, regularly review and work to achieve their aspirations for learning, life and career;
• take full advantage of the educational possibilities of the cultural diversity and breadth and depth of academic and professional expertise at the University and among its partners;
• maximise positive impact for students through efficient resource use;
• reflect the University’s values and mission;

Equitable and evidence-based
• create, for every student, a strong basis for engagement, learning and lifelong networks through a commitment to interactive and collaborative pedagogies and an intellectually rewarding and socially enriching student life;
• recognise and facilitate the role of peers in multiplying the impact of the University’s enrichment efforts;
• contribute to an open, inclusive and resilient University community in which students are active participants in accessible, diverse and interleaved groups and activities;
• recognise and support the role and importance of educators in providing a rich and relevant curricula and effective learning experience for students;
• promote both participation and excellence in student activities by achieving an effective balance between the promotion of high levels of participation and support for aspirations towards excellence and performance at the highest levels; and
• be guided by effective mechanisms for timely monitoring and quality improvement.

Key pain points for the student experience

To develop a plan for realising our aspirations for the student experience, it is important to understand the point from which the effort must spring.

Several recent surveys and projects provide valuable data on the contemporary student experience. These include:
• recent student surveys, principally the national Student Experience Survey (2015-2017);
• recommendations from Improving the International Student Experience, the Report of the 2017 International Student Experience Taskforce, chaired by Prof Greg Whitwell; and
• a week-long online discussion forum among students held in May 2018 on current state and improvement opportunities for four broad aspects of the student experience (student life, classes, administrative processes; and student support).

These studies show that the need for improvement in the student experience at the University of Sydney is both substantial and urgent. For many of the quantitative student experience measures, we are in the lower quartile for the university sector. Furthermore, improvement is necessary in almost every aspect of the student experience if we are to reflect the guiding principles for the student experience just outlined and foster student success within a stimulating intellectual and social environment. The necessary improvement include:
• a redesign of the University’s approach to supporting the student experience, to embed student-centricity as a core principle and a feedback system facilitating quality improvement;
• a heightened focus on student learning and intellectually stimulating interactions within units of study and a commitment to facilitating the quality and diversity of student life;
• integrated and responsive support for students at key moments of transition and choice, including those moments at which students initially connect with the University as prospective students, enter the University community, make life-shaping academic choices, prepare for career and further study options beyond their current degree, and connect actively as alumni; and
• improved access to essential supports and an environment designed to optimise the likelihood of success for all students.

The data sources listed above all demonstrate that the current student experience at the University falls well short of the vision for the enriching and seamless student-centric experience set out earlier. The data consistently identify specific key pain points for students. These data also identify many specific experiences that are outstanding and worthy of high praise, and students often comment on individual academic and professional staff members with whom their engagement has not only been rewarding but transformative. Students refer too to both high points and low points when describing the quality of their experience and they often reflect openly on what they see as unacceptable variation in quality. This perceived variation arguably underpins the perception of many students that, while we are able to – and do – deliver some excellent and rewarding experiences, we are not yet committed as an institution to an experience of uniformly high quality.

The specific issues that emerge consistently as key pain points in the student experience are described below and summarised in Table 1.

The key pain points are that:
• Students do not experience their interactions with the University as student-centric.
  o A digital experience of variable quality. Information is hard to find and not adapted to students’ circumstances.
  o Lack of integration and consistency. Students need to repeat their stories as they are passed from one part of the university to another, and receive inconsistent advice.

• The University lack measures and systems to ensure systematic quality improvement
  o Incomplete and lagged monitoring. Measurement of various aspects of the student experience is incomplete and distributed.
  o Ad hoc approaches to quality improvement. There has not been a systematic process for responding to student feedback on the student experience.

• The educational experience does not yet fully realise the aspiration of Strategy 5 (2016-2020 Strategic Plan) to “make more extensive use of the interactive, experiential and collaborative pedagogies that most advance learning and enrich the student experience.”
  o Non-interactive classes. Students continue to seek greater levels of discussion, interaction and practical application in class, and are aware of the learning benefits of interactive pedagogies.
  o Lack of concern for students and student learning. Some teachers continue to be seen as lacking a concern for students and/or for student learning.
  o Variable quality of teaching. Students see the teaching capabilities of lecturers and especially tutors as too variable.

2 The recruitment/admission and alumni phases of the student experience are not covered in detail here, but it will be important to ensure alignment of governing principles and processes to ensure a seamless and integrated experience.
Variable quality of assessment. Assessment, too, is seen as variable in quality, and some aspects of assessment are seen as misaligned with learning goals and yielding inconsistent grading and feedback.

Greater access to academic support. Students see a need for more academic support, especially for the development of communication skills.

The University community is not experienced as socially integrated and inclusive, even though some students report an outstanding experience of student life.

Social isolation. Many students feel isolated and, even though they seek higher levels of connection to the University community, they find it difficult to connect to others.

Peer mentoring is ad hoc. Students value peer mentoring programs and would like to see more systematic availability.

Limited student life on campuses other than Camperdown. Students on campuses other than Camperdown seek richer opportunities for student life.

Cost of USU Access card. Many students see the need to purchase a USU Access Card in order to join clubs and societies as annoying and unfair.

Limited access to social sport. Students seek greater access to social sporting opportunities.

Lack of identification with the University and its community. Many students fail to identify with the University or feel a sense of belonging to the University community.

Students do not feel supported by the University as they commence their studies and make choices that are important to their future.

Transition and orientation. Transition and orientation are too rushed and limited in their reach and effectiveness.

Lack of access to academic advice. Students are frustrated by the lack of availability of academic advice, especially in an interactive (e.g. face to face) setting.

Lack of access to career development opportunities and career advice. Some students are either unaware of career support services or see them as insufficiently tailored to their circumstances.

Administrative interactions are not experienced as student-centric.

Difficulty of enrolment. Enrolment is seen as a very difficult and unwieldy process, one that is not supported with sufficient information about process or options.

Unsatisfactory processes for resolving non-routine administrative issues. Many students dislike email as the channel for resolving non-routine administrative issues and report long delays and inconsistent outcomes. They are frustrated by the lack of a case/relationship management system and by the slow and indirect form of access to expert advice in the faculties. Securing credit in advance for international exchange is a common difficulty. Students would also like to see a clear point of responsibility for resolution of non-routine administrative issues.

Lack of single sign on. Students are frustrated by the lack of Single Sign On.

Late finalization of timetable and poor information on subject choices. Students would like to see earlier resolution of their timetable, earlier and more detailed information on course choices and more control over class selection.

Essential supports are not always seen as available.

Accessibility of health and wellbeing services. Students see room for improvement in accessing some of the supporting services.

Lack of support for finding accommodation. Students, especially international students and those from areas other than Sydney, would like support in
finding accommodation and too many students are experiencing financial hardship.3

Table 1. Key pain points in the student experience

<table>
<thead>
<tr>
<th>Domain</th>
<th>Pain point</th>
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<tbody>
<tr>
<td>Design</td>
<td>Students do not experience their interactions with the University as student-centric.</td>
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<tr>
<td></td>
<td>• a digital experience of variable quality</td>
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<tr>
<td></td>
<td>• lack of integration and consistency</td>
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<tr>
<td></td>
<td>The University lacks measures and systems to ensure systematic quality improvement</td>
</tr>
<tr>
<td></td>
<td>• incomplete and lagged monitoring</td>
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<tr>
<td></td>
<td>• ad hoc approaches to quality improvement</td>
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<tr>
<td>Relational core</td>
<td>The educational experience does not yet realise the aspiration of Strategy 5 (2016-2020 Strategic Plan) to 'make more extensive use of the interactive, experiential and collaborative pedagogies that most advance learning and enrich the student experience'</td>
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<tr>
<td></td>
<td>• non-interactive classes</td>
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<tr>
<td></td>
<td>• lack of concern for students and student learning</td>
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<tr>
<td></td>
<td>• variable quality of teaching</td>
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<td></td>
<td>• variable quality of assessment and feedback</td>
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<td></td>
<td>• greater access to academic support</td>
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<td></td>
<td>The University community is not experienced as socially integrated and inclusive, even though some students report an outstanding social experience</td>
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<td>• limited student life on campuses other than Camperdown</td>
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<td></td>
<td>• lack of identification with the University and its community</td>
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<tr>
<td>Transition and navigation</td>
<td>Students do not feel supported by the University as they commence their studies.</td>
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<tr>
<td></td>
<td>• transition lacks impact and reach</td>
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<td></td>
<td>Students feel unsupported as they consider choices important to their future</td>
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<td></td>
<td>• lack of access to academic advice</td>
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<td></td>
<td>• lack of access to career development opportunities and career advice</td>
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<tr>
<td>Essential supports</td>
<td>Administrative interactions are not experienced as student-centric</td>
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<tr>
<td></td>
<td>• difficulty of enrolment</td>
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<td></td>
<td>• unsatisfactory processes for resolving non-routine administrative issues</td>
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<td>• lack of single sign on</td>
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<td>• late finalization of timetable and poor information on unit choices</td>
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<td></td>
<td>Essential supports are not always seen as available</td>
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<tr>
<td></td>
<td>• accessibility of support services</td>
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<td></td>
<td>• lack of support for finding accommodation</td>
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Many of these pain points have also emerged in several specific user experience and design workshops that have been completed to date (for example, an ICT workshop on information access and a SOM project workshop on curriculum timetabling). Despite the focus on a specific type of interaction, many of the broader pain points also emerged. For example:

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A blueegg workshop organized by ICT on students’ engagement with University information identified as key issues: lack of a sense of belonging; lack of single sign on; lack of personalization; lack of consistency of style and information and use of bureaucratic language and tone; fragmented sources of information and the difficulty of finding information, especially for enrolment; and lack of access to timely and integrated timetable information.

The Customer Experience Company project on students’ experience of curriculum timetabling, as part of the SOM curriculum timetabling project identified as pain points: insufficient information about units and course components to inform enrolment choices; lack of clarity concerning pathways and pre-requisites; a disjointed experience of gaining academic advice; lack of systems support for planning, including connection with course requirements; lack of timely timetable information to inform planning around outside commitments and avoidance of clashes; slow response to requests for advice through student services; inadequate means of taking account of special needs; and insufficient student control over class selection to manage outside commitments.

This analysis points to focussed improvement in the key aspects of the student experience identified in Table 2.

Table 2. Focus areas for the student experience strategy

<table>
<thead>
<tr>
<th>Domain</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>Design</td>
<td>student-centric systems and processes: a seamless and student-centric experience supported by personalised and timely access to information, resources and systems, and an integrated relationship management system data-informed quality improvement: timely and effective feedback and quality improvement processes</td>
</tr>
<tr>
<td>Relational core</td>
<td>relational aspects of learning: concern for student learning and adoption of more interactive pedagogies in the classroom social connection: social interaction, inside and outside the classroom</td>
</tr>
<tr>
<td>Transition and navigation</td>
<td>transition: a scaffolded transition into the University community reflection and advice: opportunities for structured reflection and advice on achieving aspirations for learning, life and career</td>
</tr>
<tr>
<td>Essential supports</td>
<td>student-centric support: integrated, accessible support to address barriers to student participation and success affording opportunity: processes that seek to afford opportunity for all students</td>
</tr>
</tbody>
</table>

At a high level, addressing these eight focus areas should ensure that students have an outstanding student experience, one that is coherent, personalised and successful and in which they and their education are at the centre.

A strategy for the student experience

To address the identified inadequacies in the current experience of students at the University of Sydney and to realise the vision for an outstanding student experience outlined earlier, a strategy for the student experience is proposed below.

The strategy is presented in four parts. Part 1 deals with the design of an integrated approach to the student experience, and hence with organisation, leadership, governance and integration. It therefore also addresses the proposed design focus on student-centric systems and processes and data-informed quality improvement. The remaining three parts deal, in turn, with each of the layers in Figure 1: Part 2 with the relational core (that is, with relational aspects of learning and social connection); Part 3 with transition and navigation (i.e. with
transition and reflection and advice); and Part 4 with essential supports (i.e. with student centric support and affording opportunity).

Part 1. Design

Contributing to an excellent student experience is the responsibility of almost every member of the University community. Whether improving the amenity of the University campus, working in the Library, supervising higher degree by research students, teaching, leading an academic unit or contributing to the effective administration of the University, almost every individual has a direct or indirect impact on the student experience. Responsibility for the student experience is, as a result, highly distributed. A key step in improving the student experience is therefore to create a conceptual design for the student experience in which:

• core information, resources and services are readily accessible to all members of the University community (e.g. through an intuitive and easy-to-navigate portal);
• operational responsibilities for each aspect of the student experience are understood by all and valued for their contribution to an outstanding education;
• core dependencies among different aspects are understood and supported by effective collaboration mechanisms;
• supporting systems capture relevant interactions, issues and responses, have appropriate access and privacy settings in place, and are integrated so that successive encounters with the University can add value to preceding ones; and
• timely and effective monitoring supports local and system-wide quality improvement.

Some of the current organisational arrangements for the various parts of the University community that support the student experience reflect three important design principles. The first is that there is a core central role for strategy, coordination and systems support, but that many aspects of the student experience, especially those in the relational core, are primarily managed through faculties and student organisations. As a result, strong partnerships among central portfolios, PSUs and faculties, on the one hand, and between central units and student organisations, on the other, are vital. The second is that the weight attached to central or faculty operational responsibility varies across the layers of the student experience: the role of faculties and schools is strongest for the relational core, strong but potentially more reliant on central units for the transition and navigation layer, and much less strong for the essential supports layer. Third, there is a need, at least in some situations, for alignment across different aspects of the student experience; for example, academic advice offered in the transition and navigation layer may have consequences for enrolment in the essential supports layer and forms of participation in the relational core. In some cases, these cross-functional dependencies can be managed through shared leadership within a unit; in other cases, they may be managed in different units, but must be supported through other collaboration mechanisms (e.g. through co-location, or a standing coordination group).

To reflect these various considerations, a more visible hub-and-spoke structure is proposed for several aspects of the student experience, especially for transition and academic and career advising, with the concentration of resource in the (central) hub and the (faculty and school) spokes dependent on the distribution of operational responsibility. As noted earlier, many aspects of this proposed arrangement are already in place, but less attention than necessary has arguably been paid in the past to the importance of the partnerships inherent to a hub-and-spoke form: that is, to the partnership between central units and faculties and schools, and to co-dependencies across functional areas among central units and within faculties and schools.

The design and delivery of an outstanding student experience must ensure a superb digital experience, including access to clear, accurate, integrated and comprehensive information resources covering all aspects of joining and belonging to the University community and its systems, resources and support services. It is proposed that the University continue to develop a fully functioning student portal that is sensitive to a student’s circumstances, such as whether
they are commencing or returning students, or new to the city and/or country. It is also proposed that shared and/or integrated systems with appropriate management of privacy and access settings support the management of students’ interactions with all of the University’s supporting services. In 2019, it is proposed to continue the ‘quick wins’ program of work being undertaken by ICT with further digital support of onboarding, enrolment, way finding, and geo location services. The design of these systems and processes will be informed by further detailed work, including user experience and design workshops, to be undertaken in the early part of 2019.

In terms of governance, four primary University Executive (UE) committees play a key strategic and oversight role. These are:

- **UE Student Life Committee:** strategy and oversight for the broader student experience including overall quality of the student experience (but excluding education matters covered directly by UE Education and UE Research Education and administrative matters covered by UE Operations);
- **UE Education Committee:** strategy and oversight for students’ educational experience and outcomes;
- **UE Research Education Committee:** strategy and oversight for Higher Degree by Research (HDR) students’ research education experience and outcomes;
- **UE Operations Committee:** strategy and oversight of all operations overseen in the Operations Portfolio, including student administration.

It is proposed that this continue, though as recommended below, it is important to clarify the role of the UE Student Life Committee and the role of the Associate Deans Student Life and other leadership roles related to student life matters within University and Faculty schools.

Finally, the design of the student experience must include an effective monitoring approach that informs a systematic and timely quality improvement cycle. This monitoring should support improvement at the system level as well as at the level of individual aspects of the student experience.

Many of the issues of organisation, leadership and oversight will touch on the work of the Sydney Operating Model (SOM) and it is therefore suggested that the following proposition form part of the Student Experience Strategy and also inform the work being undertaken within the SOM program.

**Proposition D1. A student-centric design.** It is proposed that:

**D1.1 Student portal.** A single portal should provide ubiquitous student access to well-structured information, resources, services and opportunities. In particular, MyUni (or equivalent) should be developed into a single portal to university information, resources, services and opportunities. To support the currency and adequacy of information resources:

- The information students seek must be available in a timely way and be as open, clear, accessible and analytics-informed as possible (this includes the information required for enrolment);
- All student-facing material should be reviewed, updated and streamlined to ensure clarity, consistency, a student focus and timeliness;
- Consideration should be given to also providing important information to commencing students in relevant languages other than English;
- The feedback mechanisms proposed under D2.1 below should be used to assess regularly the extent to which students are able to access what they need;
- Personalisation and interactive capability should be developed where feasible; and
- The portal should include access to a social engagement/community building platform supportive of connection and learning.

**D1.2 Integrated system support.** Administrative and student service-related interactions with central and faculty units should be supported by an integrated relationship management
system that captures core information (e.g. the issue, advice and services sought and provided, recommended next steps), ensures that further interactions pick up from prior ones and supports effective and timely response. The system would need to be built around agreed responsibilities and business processes, have effective access settings in place and ensure protection of privacy where required.

**D1.3 Role of the UE Student Life Committee.** The Terms of Reference (TORs) of the UE Student Life Committee should be clarified to include strategic responsibility for the broad student experience and for those individual aspects not covered by the UE Education, UE Research Education and UE Operations Committees.

**D1.4 Role of Associate Deans Student Life.** The role of the Associate Deans (ADs) Student Life should be clarified to encompass oversight of the broad experience of students who interact with their Faculty (except for those matters overseen by the ADs Education and Research Education). This is understood to be inclusive of: co- and extra-curricular participation in faculty-related activities; transition, advising and career-related interactions at faculty level; and faculty-level support for students, including liaison with University support services. Through their membership of UE Student Life Committee, ADs Student Life should also contribute to University policy and strategy for the student experience, and, in partnership with senior professional staff within their faculty, coordinate co- and extra-curricular activities and transition and academic and career advising in the faculty. To reflect this commitment, key aspects of the student experience (student life participation, transition, academic and career advising including academic progress, student support, student-related infrastructure) should be standing items on the agenda of the UE Student Life Committee as well as associated Faculty and School committees. ADs Student Life and relevant senior Faculty professional staff should have the resources to exercise their responsibility. In multi-School Faculties, Schools may also wish to appoint an Associate Head Student Life to coordinate activities at School level and liaise with their Faculty’s AD Student Life.

**D1.5 Organisational Model for Student Life.** Through the Sydney Operating Model project, a University wide (likely, hub and spoke) model for transition and academic and career advising should be developed. This model would provide services at both central and faculty level, meeting the needs of students who require discipline-oriented advice as well as students needing holistic guidance and support (with informed referrals to appropriate assistance in a faculty or student administrative services where appropriate). The hub should offer academic and careers advice from appropriately skilled staff, together with support for students transitioning to university life, and be at least co-located with the Student Transition and Retention team. Appropriate branding for this hub should be considered to give clarity to the purpose and student-centric nature of the hub. Within each faculty, an identified individual should have formal responsibility for: managing the provision of local transition, academic advising and careers support; liaising with the central hub; and signalling the value the University places on academic advising. This role may be included in the duties of the AD Student Life or, in some faculties, may be a stand-alone position with a reporting line to the AD Student Life.

**D1.6 Coordinating Forums.** To facilitate whole-of-University sharing of ideas and good practice and to support the development of connected and coordinated practice, regular forums should be established by the Education portfolio on key aspects of the student experience (e.g. student life participation, transition, academic and career advising, student support, student infrastructure).

**Proposition D2. Monitoring and data-informed quality improvement system.** It is proposed that:

**D2.1 Monitoring and continuous improvement process.** All aspects of the student experience should be monitored as effectively and efficiently as possible, and have a systematic reporting and response protocol in place.
A high-level design for such a system is under construction and will be available for consideration early in 2019.

Part 2. The relational core

Connection to the University community comes from interactions that are educational in focus or part of students' participation in student life. Social connection and engagement with the University community are strong predictors of academic success, and there is therefore substantial value in ensuring ongoing attention to opportunities to create and maintain social and academic connection, both inside and outside the classroom.

The University's aspiration for the educational component of the student experience were the subject of extensive consultation as part of the development of the University's 2016-2020 Strategic Plan. They are summarised in strategies 4 (to transform the undergraduate curriculum) and 5 (to transform the learning experience). Strategy 5, in particular, seeks to:

- Develop interactive and collaborative learning designs that foster excellence and innovation
- Create contemporary environments that enable flexible and interactive learning
- Build a new professional learning and support environment

These initiatives have aimed to make more extensive use of the interactive, experiential and collaborative pedagogies that most advance learning and enrich the student experience, and to provide the physical and virtual teaching and learning spaces to enable them. This includes informal virtual and physical learning spaces to afford richer engagement with the University community. The 2016-20 strategic initiatives have also sought to develop a culture that values teaching and supports, sustains and rewards educational excellence. As part of the initiative, the University committed to a refreshed framework for professional learning, one that is responsive to staff and faculty needs, supportive of strategic innovation and quality improvement, and provides access to effective and appropriate professional learning opportunities, including for sessional and casual teaching staff. In late 2017, the Academic Board also adopted a number of important assessment-related initiatives designed to reduce the burden of assessment while better aligning assessment tasks with intended course-level learning outcomes.

In addition to affirming the value for the student experience of these ongoing initiatives, recent feedback from staff and students has also highlighted the value of:

- initiatives to ensure more extensive professional development for tutors, for example, through: additional professional development programs; encouragement to complete the Principles and Practice of University Teaching and Learning short course; and the creation of more 'senior' tutor mentoring roles;
- increased attention to teaching excellence in all appointment, confirmation, professional development and promotion processes;
- the value to all students of encouraging early cross-cultural interaction within and outside class;
- group activities and group assessment tasks that are appropriately designed, supported and assessed;
- the need for early feedback on foundational skills (e.g. core communication and conceptual skills) and early learning within units, and the provision of additional skills support and formative feedback opportunities;
- technology to support the development of relationships with students in large classes, for example, the Student Relationship Engagement System (SRES) developed by University of Sydney staff (see https://www.sres.io/).

• the University’s commitment to responding to student feedback, for example, through the Closing the Loop process on Unit of Study and other surveys, and transparency of survey results.

Academic and learning support for students is also identified in Figure 1 as part of the learning cluster of interactions and is one of the aspects of the student experience that many students most value. Learning support includes a variety of activities offered at unit, major, stream, course and/or central levels, for example: support for learning embedded in tutorial or practical classes; study group programs, peer mentoring programs, peer-assisted student support (PASS) schemes, and discipline-based drop-in centres; the Indigenous Tutorial Assistance Scheme and the Yana Mura program; and co-curricular skills and experiential programs and services offered by the Library, the Learning Centre, the Mathematics Learning Centre, the Writing Hub and the Sydney Informatics Hub. Many fruitful collaborations have developed among the providers of these programs to offer initiatives targeted at improving the experience of particular cohorts of students, but there would be value in developing a whole-of-University perspective and a model for various forms of academic and learning support that optimises their reach and impact across the University. Attention to the design of the support systems in place is particularly important given: the increasing number of students at the University; the increasing proportion for whom English is an additional language; and the likely changing support needs in the area of mathematics, given the introduction of a mathematics pre-requisite for a number of undergraduate degrees and the possible impact on access to the University by those who have experienced educational disadvantage. A current Education Portfolio project is undertaking more detailed design work for a preferred model for meeting students’ academic support needs, including the use of peer programs. In addition, Education Support is a 2019 project within the SOM program.

Many activities in which students engage outside the classroom are also co-curricular in form, that is, they are not part of the formal curriculum, but they nonetheless support the curricular imperatives of developing the graduate qualities adopted by the University. These co-curricular opportunities enrich student life by providing additional challenge and by broadening students’ skills and capabilities. In some cases, social connection is an intended consequence of these opportunities and in others a valuable by-product. Other extra-curricular activities are more explicitly focussed on developing extra-curricular interests and skills and building social community among those with shared interests. Responsibility for the co-curriculum is spread across faculties, central portfolios and student organisations.

Responsibility for the extra-curricular aspects of student life at the University of Sydney has traditionally belonged to student organisations and these organisations have had a key role in organising intellectual, social, cultural and sporting activities through their clubs and societies. Clubs and societies bring together students with shared interests and provide an important means of establishing the routinized forms of proximity in which students can encounter and re-encounter one another in identified areas of shared interest.

Not all students participate, however, and among those who do participate, there is wide variation in the extent of participation as well as a tendency for students to participate in ways that reflect their social and cultural backgrounds. An unfortunate consequence of this variability is that the compulsory Student Services and Amenities Fee is paid by all students but yields limited benefit for many. Further, as identified earlier, students resent being required to pay an additional fee (e.g. for an access card) on top of the Student Services and Amenities Fee in order to join clubs and societies.

Indeed, while some students enjoy strong connections to a group of peers in one or more of the clubs and societies, others feel isolated from what they see as clique-like groups to which it is difficult to connect. This seeming paradox of a student community that is rich in strong social connections yet fragmented and characterised by social isolation is well understood in the social science literature and gives rise to the perception among students that student communities at other universities are more connected, ‘family-like’ and inclusive. Students at
Some variability in student participation in student life is inevitable, as is some degree of social and cultural shaping of forms of participation, but one option worth considering is targeted support for societies that emphasise shared course interests (e.g. societies at the level of University and Faculty Schools). The attraction of this focus for at least some of the initial opportunity structures that they afford is that they are inclusive of all students and likely to cut across students’ natural tendencies to rely on pre-existing relationships or seek interactions among those with shared social and cultural backgrounds. Shared course interests also provide a focus for repeated encounters that are course-relevant and can serve as the foundation for a more integrated academic and social induction to the University. Of course, this approach need not distract from existing opportunities for students to discover a broader suite of settings in which they can pursue their shared interests; indeed, they may well encourage broader participation.

It will clearly be important to work with student organisations to promote a less fragmented, more inclusive and accessible student community, and remove, as far as possible, financial, social and cultural barriers to participation. Providing opportunities for social interaction as part of the transition process is one important approach to ensuring an effective social transition to University; so, too, are opportunities to create cross-cutting social connections within the student community by connecting students who have some (but not all) characteristics in common (e.g. age group, residential location). Greater opportunities to participate in sport are also seen as desirable by many stakeholders, including in School-based competitions. So too are activities that promote cross-cultural interaction, such as team-based activities or competitions in which teams must comprise a mix of international and domestic students. Providing students with further opportunities to support University-wide initiatives may also be worth considering, for example, community and voluntary projects, and peer mentoring and support programs.

Proposition R1. Relational aspects of learning. It is proposed that:

R1.1 Ongoing commitment to and support for interactive pedagogies. The University should continue to prioritise professional development opportunities for staff with a focus on interactive pedagogies especially in culturally diverse classes. Resource development and workshop programmes should prioritise tutors, effective group work and inter-cultural interaction given the perceived quality gap in these domains. Educational technology support for engagement in large classes (such as the Student Relationship Engagement System5, a software system supporting teachers to personalise engagement with large classes) should be adopted or developed as an enterprise system and supported with appropriate resources and workshops. Educational excellence should be at the centre of all appointment, confirmation, professional development and promotion processes.

Proposition R2. Social connection. It is proposed that:

R2.1 School-based student organisations. The University should ensure the creation and support in all schools of school-connected student societies (e.g. by special arrangement with USU, or through funding made available via Associate Deans Student Life). These societies could be funded to run events that build connections among students in all campus locations, and engage students with contemporary issues and career opportunities in their primary field of study.

R2.2 A re-structured program of co- and extra-curricular activities. The University should work with student organisations to develop a strategy for creating a connected and inclusive student community by developing co-and extra-curricular activities aligned to the Principles for the Student Experience. Consideration should include the following:

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5 See https://www.sres.io/.
promote engagement opportunities for all students more continuously through the semester, continuing to emphasise early engagement and tapering off toward the end of semester;

b. remove the cost of the access card as a necessary step to joining clubs and societies;

c. develop a suite of sporting opportunities to which all students can have free access, e.g. participation in an annual inter-school competition in, say, 5 to-be-decided domains, at least 3 of which would be popular sports (as an example, the selected sports or activities could be: basketball, fun run, badminton, debating, Go);

d. supplement the clubs and societies programs with more ‘drop-in’ style events to encourage increased participation and ongoing opportunities for students to mix;

e. provide access to a means for students to find others with shared interests, including connecting those interested in forming informal study groups;

f. work with USU and SUSF to encourage greater diversity in their clubs and societies, e.g. by offering voluntary leadership programs to students running clubs and societies on building inclusive club cultures, or through diversity targets;

g. encourage student organisations to offer activities that meet the needs of all students, irrespective of course or level of study, study location and demographic background.

h. consider support for a student-identified and student-led voluntary initiative as a means of encouraging students to engage with one another in a meaningful community contribution;

i. continue to develop and support initiatives designed to build intercultural connection and develop broader skills for successful engagement and participation in University life (e.g. the Speak and Connect program, water safety, Graduate Edge).

Part 3. Transition and Navigation

The opportunity to provide a smoother and more positive transition to the University is probably the one with the greatest potential positive impact on the student experience and, indeed, on positive educational outcomes. As the considerable literature on the student experience and transition to University demonstrates, building connection to the University community is a precursor to effective engagement with learning, and careful attention to the transition experience results in improved experience and outcomes for students. An important focus must therefore be the transition phase.

Supporting this focus on transition to the University were the recommendations of the 2017 International Student Experience Taskforce. The taskforce identified pre-arrival and arrival support, and the process of connecting students to the University through academic and social engagement as areas in need of urgent attention. Indeed, most of their recommendations focussed on the process of transition into the University, given the strong support for its emphasis in both the academic literature on the international student experience and students’ own reports of the barriers they had encountered.

Many students, especially those from overseas, have reported feeling lost and unprepared on arrival. They find it hard to identify the information that matters, and they often end up seeking information through unofficial channels. Many experience the University as institution- or service-centric rather than student-centric, and many find it difficult to find information they need or someone who can help them. The common presupposition that high school, recruitment, application and admission processes adequately prepare students for entry to university is also clearly incorrect. Orientation Week (to be renamed Welcome Week from 2019) can seem overwhelming and chaotic to students. Contributing to the mix are often other challenges, such as organising accommodation and finding part time work.

Suggestions for changing this experience have included:

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• Pre-departure and onboarding packs that include all of the information that students are likely to need;
• Greeting each student and making them feel welcome, and, where feasible, providing a contact who can speak their language.
• A means of accessing help, including in emergencies.
• Assistance in finding accommodation.
• A student portal as the go-to digital gateway to the University, one which could serve as the agreed primary channel for accessing information and which could include a translation capability.
• A chat capability for the student centre for more immediate, personal and problem-focussed response to student queries.

Building more opportunities for connection to key information and enquiry options before and after arrival is crucial, for both domestic and international students. Establishing peer connections is vital as well, especially in the early weeks. A key challenge (and opportunity) is to ensure that non-transactional interactions furnish students with a sense of connection whenever they occur, from the point of offer (and before) through enrolment and orientation activities and as they transition into the first year of their program and beyond. Ongoing efforts to improve the digital experience by making information access and transactional and administrative interactions as immediate, transparent and mobile as possible are also seen as vital in contributing to a good experience of transition.

It is well known that first year unit coordinators play an important role in the experience of new students. However, the appointment of First Year Unit Coordinators often occurs too late, sometimes as late as Week 1, and sessional staff continue to be appointed to fill these roles even though it is not permitted by policy.

Many students are also concerned about what is required of them on arrival at the University and whether than can perform well in the tertiary environment. This concern can be heightened further by the difficulties some have in self-managing administrative processes such as enrolment or in engaging with University services. There is also significant movement of students between units of study in the first weeks of semester which impacts initial engagement with tertiary study and early learning experiences, and this can also contribute to a sense of disconnection and lack of preparation. An early focus on students' strengths as well as their opportunities for further skill development would support students' confidence and planning as well as their capacity to succeed in their studies.

Students also seek better access to academic and career advice. At present, most academic advice is probably offered through the Student Centre and its referrals to Faculty Services and Faculties, and also informally through discussion with academic and professional staff in faculties. Given the greater level of student choice in the University’s new curriculum, an interim team of advisors was established in late 2017 to respond to academic enquiries from students commencing new degrees in 2018. It is important to incorporate the learnings from this initiative into the future model for academic advising. It will also be important to consider mentoring models and the appropriate role of staff and students in such models. There is clearly also an opportunity to develop buddy or peer mentoring and assistance programs, and to support students to create and join informal study groups.

An important consideration in designing models for academic advising is to ensure that advice is targeted and sensitive to students’ life and career aspirations. This, in turn, suggests the importance of providing opportunities for students to reflect on and begin to articulate their strengths, interests and emerging aspirations. It raises the importance, also, of contemporary, accurate information on career and further study opportunities, employer and labour market trends and entrepreneurship pathways.

As students approach the completion of their course of study, support for career transition needs to change in form, from exploration and sorting of opportunities to preparation for
successful transition. This calls for different forms of support. The high level of demand for career programs and support underlines the importance to students of these forms of engagement and it will be important to build on existing work in designing a coherent program for transition, academic advising and career development.

With respect to academic and career advising, the University itself is generally perceived as passive in its approach to engagement with students. While it is important to empower students' sense of self-direction, equally important is ensuring an awareness that advice and services are available, that there are people available to help and, indeed, that many students seek opportunities to connect with each other. Students consistently report that the lack of human interaction when advice is sought is problematic. There is also a lack of consistency in the provision of academic advising, and access to the advising that remains available within Faculties and Schools is sometimes obscured by local practices and different nomenclature. Furthermore, the lack of continuity with an identifiable person providing advice can lead to conflicting advice, prolonged time to resolution and/or ongoing confusion.

The perceived anonymity of advising staff is also considered a barrier to students engaging with academic advisers through the existing enquiry structures. In addition, the localized nature of advice where it is available within schools and faculties can impede students' opportunities to engage with the richness of the curriculum, especially in liberal studies and combined degrees. This, together with the perceived disconnection between faculty advice on academic programming (where available), and the provision and integration of advice relevant to students' career aspirations is a missed opportunity to ground and connect the student from admission through to transition to the workforce. Advice that is obscured, disconnected, depersonalized and untailored to the experience of the individual student contributes to a fragmented student experience.

Poorly organized and inconsistent information on the website is also often identified as an obstacle to an excellent student experience, and this is especially problematic when students are directed to find answers and direction via the web instead of in-person.

The evidence of best practice across the sector reveals that student engagement in any one of these three domains is most effective when support is integrated, when activities and resources are located where students are, when they are available on demand and when they are responsive to the needs of individual students.

There almost certainly needs to be a clearer understanding and more effective triage of those enquiries that can be handled as immediately and transactionally as possible by the Student Centre/Faculty Services, and those that require referral to a more relational and interactive form. Necessarily, of course, and given the size of the student body, an effective model for handling high-volume, repeated transactions is essential to a sustainable approach for more discursive, value-adding interactions for complex and developmental queries.

**Proposition N1. Transition to the University.** It is proposed that:

**N1.1 Pre-arrival and arrival.** The University should continue and expand its support for pre-arrival and arrival, including in-country briefings in China, airport pickup for all commencing international students, and a Welcome Event for each commencing cohort.

**N1.2 Dedicated, intensive transition units (undergraduate).** The University should develop dedicated, intensive units open to all commencing first year undergraduate (UG) students that are devoted to joint social and academic transition. These would work constructively with other first year units to ensure a coherent approach to first year across all the units of study taken by students in each course. The options to be considered should include:

- **Compulsory transition unit.** Restructure the first-year schedule for all undergraduate programs to enhance academic and social transition by reconfiguring the 4 units
offered in each semester to a 1 unit × 3 weeks + 3 units × 10 weeks format. The purpose of this reconfigured schedule would be to support commencing students in the initial three weeks in intensive classes of the order of 120 students that would be offered in an interactive and transition-aware format, offer opportunities for discussion of strength, aspirations and course advice, include assessment and targeted support for any foundational academic needs, academic honesty and be supplemented with a social program to encourage peer interaction. The assessment for this class would be completed as soon as possible after the completion of classes, but certainly by, say, the end of week 5. In programs with core units, the selected class would ideally be one of the core units that could be taught successfully in an intensive format. In courses without core units, several popular units could be selected so as to ensure availability of a course of interest for all students. In the latter case, selected courses may need to run in both the 3-week and 10-week formats to ensure availability to all students.9

- **Selective transition units in week 1 of semester.** Restructure the first-year schedule for all undergraduate programs by: (a) requiring students to complete one of a selection of intensive transition-focussed Open Learning Environment (OLE) units in the first week of semester; and (b) reconfiguring all other first year units offered in the semester to a 12-week format (while maintaining total class hours in the unit10). The selective intensive transition-focussed OLE units would ideally be popular, existing OLE units, redesigned for an intensive format and augmented to have both a social and academic transition focus. They would prioritise interactive pedagogical approaches, include opportunities to identify any academic support needs (and include connection to relevant support programs), academic honesty and would have an associated social program. They could also include opportunities for students to reflect on individual strengths and aspirations and confirm their current course plans.

- **Elective or selective transition units in Welcome Week.** Offer a number of elective or selective transition-focussed OLE units intensively during Welcome Week (Week 0), the week prior to commencement of the semester, with a social and academic transition focus. As for option b, the units would prioritise interactive pedagogical approaches, include opportunities to identify any academic support needs (and include connection to relevant support programs), academic honesty and would have an associated social program. They, too, could include opportunities for students to reflect on individual strengths and aspirations and confirm their current course plans. Under the ‘elective’ option, students could choose to participate in the transition unit or not; under the ‘selective’ option, students would be required to complete one of the units, thereby effectively lengthening the semester to 14 weeks.

- **Focused transition activities in selected first year units.** An alternative is to select a suite of existing units into which a transition can be embedded, and which provide coverage for all commencing first year students.

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7 This proposed format of commencing with an intensive unit is currently in place for the Juris Doctor program at the University of Sydney and was proposed by participants of the University Leadership Forum held in August 2018. As for the new block structure for first year courses at Victoria University in Melbourne (in which units are offered in a sequential intensive format), the advantage of a single initial course is that it allows students to focus on transition and mastery in a single domain, build connection to a peer group and one or more academic staff members, and record an early success. From the perspective of the University, this structure supports a dedicated but efficient focus on social and academic transition for every student.

8 The reconfiguration would keep class contact times approximately the same as at present. For example, a class offering 3 (or 4) hours of class time for each of 13 weeks could be reconfigured to 3 weeks of 13 (or 17) hours per week if offered in intensive mode, or 10 weeks of 4 (or 5) hours per week if offered in the less intensive format. It is recognised that there would be some effort required to redesign each first year unit in either the intensive or less intensive format; the intensively taught units would need additional support; and the timetable would need to support a revised schedule. It is also recognised that the intensive format may be more suitable for some units than others, and the choice of units for intensive offer would need to be made carefully, including the timing of their introduction.

9 It is recognised that there will be a cost associated with this recommendation; an estimate will be included in the final report of the CAT Steering Group.

10 For example, ensure that laboratory and tutorial classes commence in the first week (potentially with a transition focus) and/or offer revision or drop-in workshops at appropriate times in the semester.
N1.3 Dedicated, intensive transition units (postgraduate). The University should also consider the development of a dedicated, intensive unit for all commencing students in each postgraduate (PG) course. The unit would be devoted to joint social and academic transition and could run in the period prior to the commencement of semester, well-supported by high quality online preparatory resources. Alternatively, it could be offered through a reconfigured schedule for the first semester as in the options canvassed for the UG level above. As for the UG case also, the purpose of the intensive unit would be to: (a) ensure full transition support for commencing students; (b) immerse students in the methods of inquiry for the field; (c) set expectations for student engagement, standards and experience of the program, including academic honesty; and (d) offer a supplementary peer and course engagement program to encourage peer interaction and connection. These would work constructively with other units to ensure a coherent approach across all the units of study taken by students in each course. The assessment for this intensive class would involve early low-stakes summative assessment and the overall assessment of the unit would be completed as soon as possible after the completion of classes, but certainly within several weeks of the final class.

N1.4 Support for first year coordinators. Faculties should ensure that a “first year coordinator” (as distinct from first year unit coordinators) is appointed in every school (or department, where necessary), with a dotted reporting line to the Associate Dean Student Life. The First Year Coordinators Program should be expanded to a university-wide initiative that is required for all first year unit and year coordinators and incorporates guaranteed mentoring from former successful coordinators. The program should be supported with initiatives and resources such as the following:

- Ensure that all first year unit and year coordinators are identified early and supported to attend the program.
- Expand the first-year experience website as a First Year Experience resource in Canvas, and include additional information/links to Academic Enrichment, Diversity and Inclusion, Mana Yura program, Disability Services, Library etc.
- Develop promotional videos for each unit in first year so that students can hear from the lecturer what the unit is about before committing to enrolment to reduce movement in first weeks of semester.
- Offer a University-wide professional development program for first year tutors to complement the training done in faculties, focusing on teaching performance and pastoral concerns. This could include a means for staff to achieve an internationally recognised Associate Fellowship with Advance Higher Education (formerly, the Higher Education Academy).
- Ensure that Canvas sites are available no later than the Monday before Welcome Week (that is, the week preceding the commencement of semester).
- Develop a best-practice protocol that all first-year units of study include formative or low stakes summative assessment early in semester, with feedback available before the Census date.
- Develop best practice data-informed, communication strategies for all first-year units of study for key points in the semester with diagnostic and engagement activities available online in Welcome Week.

N1.5 A coordinated approach to orientation. The UE Student Life Committee should provide strategic oversight of the University’s transition program, and should develop principles and an approach to coordination and oversight of orientation activities. A key focus should be ensuring that students are supported to make early and informed decisions about unit choices. Possibilities may include:

- Develop a module that categorises orientation events and activities to create greater consistency and coherence and make it easy for any student to understand and prioritise.
• Adopt Transition Workshops in all Faculties to prepare students for the start of their academic program in week 1, covering topics such as how to use Canvas, how to download their calendar on to a mobile device and other advice such as the importance of the unit of study outline, availability of advice etc. These workshops would complement the Orientation Module.
• Ensure early access for students to unit of study outlines in all units available on Canvas and publicly on the internet.
• Increase availability of and access to virtual materials and assistance (orientation videos, online chat functionality etc.)
• Develop ‘pop-up’ enquiry services during orientation and possibly the early weeks of semester so that students can access personalised advice from advising and careers staff and trained student ambassadors and PhD students. These ‘pop up’ services would collaborate closely with Faculties, their student societies and the broader student organisations to better merge the informational and social components of welcome programs during orientation.
• Streamline orientation events and develop a consistent and clearly communicated approach to orientation across all parts of the University community.

Proposition N2. Reflection and career advice. It is proposed that:

N2.1 Technology-enabled transition, academic and career advising support. As for all other student-facing services (see D1.2), academic and career advising services should be supported with integrated system support to capture presenting issues and advice provided. In addition, the University should consider:
  • Developing a University-wide academic advising webpage (accessible through the student portal), with sequential links based on the student journey;
  • Exploring innovative ICT solutions for proactive engagement with students, including an appointment portal for all face-to-face advising meetings, curriculum links to labour market insights, degree planning functionality etc.
  • Ensuring connection of all transition, advising and career support services to an enterprise-wide data-capture system or CRM in order to support continued engagement, reduce conflicting advice and streamline communication with students and provide data to enhance the effectiveness of academic advising and career development activities. In particular it should be the aim to have a longitudinal record of student advice and engagement activity, with appropriate mechanisms to link to administrative records.

N2.2 Career development and its integration into academic programs. Resources should be developed to support students’ exploration of strengths, interests and aspirations and develop mechanisms for coordinating these with curricular initiatives with connection to workplace settings. In particular, the University should consider initiatives to:
  • Develop sequential Online Learning Environment (OLE) Units of Study to take students through career-related activities from the time of acceptance to the end of their degree. Each OLE would provide information relevant to a student’s current stage in the student life cycle.
  • Develop a suite of interactive and self-diagnostic tools that encourage students to consider and test options, reflect on activities, and record what they plan to achieve. These tools will also allow the University to assess how career development, advising activities, social and other events have prepared students to achieve their goals.
  • The self-diagnostic tools should be integrated and aligned with feedback given to students through assessment of the graduate qualities, using, where appropriate, discipline-specific interpretations of these.
• Embed these tools where relevant within the curriculum, and develop resources to support student choice of curricular and co-curricular career development opportunities.

N2.3 Connection and support for school careers advisors. Develop University and Faculty champions to provide deep links with high school careers advisors and agents and develop complimentary short programs for professional development.

Part 4. Essential student supports

As national survey data indicate, student satisfaction with student support at the University remains at an alarmingly low level and student support is clearly in need of vital attention. Concern for student support led to the establishment of a Working Group on Student Wellbeing in 2014 and, eventually, to the 2014 Student Wellbeing Report and its 65 recommendations. Although the majority of these recommendations have now been implemented, there is limited public evidence to date of an uplift in reported student satisfaction11. It is also evident that investment in core student support services – namely, accommodation information services, financial advice and assistance, health, counselling and psychological services – has been relatively static over recent years, despite sustained growth in student numbers, especially international student enrolments. Immediate questions to be asked, therefore, are how to ensure the most effective investment by the University to add value to services available in the community, how to ensure that the University is working to maximise opportunity for success among all of its students, and how to set the right aspiration and level of funding for the various services agreed to be on offer. It is vitally important also to ensure that services take account of best available evidence-based practice in service delivery. It is important to note that direct evaluations of services that students have experienced tend to be much more positive than the broad ratings obtained in the annual Student Experience Survey (SES), suggesting that the SES ratings may often reflect the difficulty of accessing the services rather than the quality of the service once accessed.

Students also consistently give low ratings to their experience of transacting with the University’s administrative processes. Some projects to improve the experience are already underway (e.g. curriculum timetabling, a student project management system and student administrative services (SAS) projects within the Sydney Operating Model (SOM) program, an expanded portal capability, and broader functionality for the Learning Management System and its plug-in technologies). Students describe their digital interactions with university systems and staff as often lacking compassion and they feel the need to sometimes talk to a human being who will case-manage them through complex problems. Staff also feel constrained by the lack of integrated system support.

While all staff and students recognise the value of automating the automatable, many are critical of current arrangements, citing long wait times, too much reliance on email, lack of resolution and lack of a clear point of responsibility for defining and resolving students’ non-routine problems. They also regard timetable and placement schedules as being delivered too late. More generally, students believe that the reputation of student-facing support needs to be lifted and that there needs to be greater transparency in reporting on the quality and time to resolution for key student services. These concerns have already been the target of the 2018 Student Administrative Services (SAS) improvement program, and there are already substantial and documented improvements in key areas.

Student Support Services staff feel, perhaps paradoxically, less visible as a result of the centralisation that occurred as part of SAS. Some also believe that the University needs to rebuild its expertise in international student support issues (e.g. visas, fees, accommodation, accommodation).

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11 The considerable efforts in 2018 to implement Student Administration Service and Student centre improvements should lead to improvement in existing student experience outcomes in 2019.
mental health) and that a number of specific processes (such as special consideration, evaluation of credit for exchange) still require particular attention for all students. A case or relationship management approach is recommended in place of the existing transactional model. Some students also report a mismatch in expectations in their engagement with CAPS and the difficulty of accessing careers support is broadly recognised.

Several areas of concern to students that are not captured by the Student Experience Survey include accommodation, transport and childcare.

The issue of transport access is an area of ongoing advocacy by the University.

With respect to accommodation, the University has attempted to increase accommodation options for students so as to begin to meet the large and increasing demand for student accommodation at below market rates. The Queen Mary, Abercrombie and Regiment student accommodation projects have and are providing a much needed expansion of accommodation options for students and several colleges have and are increasing capacity, especially for postgraduate students. There has also been some expansion of student accommodation in the private housing market though rising private rents across Sydney are putting some traditional forms of student accommodation out of the reach of students. Also counterbalancing an overall picture of growth among accommodation options is the near end-of-life status of the International House building. In the context of a growing student cohort and an increasing proportion of students without a family base in Sydney, the availability of affordable accommodation remains a key, and indeed growing, concern for students.

In developing the University's approach for accommodation, it will be important to take account of the University's strategy for the student experience as well as student preferences. Price is a core and primary consideration for many students; for many, location and community are also key considerations. A choice modelling study to understand in much greater detail the distribution of student needs and preferences for accommodation is being undertaken in coming months to inform the development of the University’s approach to accommodation; this is expected to be finalised in the next 3-4 months. In the meantime, it is very likely that this study will point to:

- Very strong and unmet demand for additional accommodation options in the price range of Queen Mary, Abercrombie and the Regiment;
- Good though more limited demand for mid-range options offering more structured academic and/or social programs;
- The potential value of students being able to select a basic accommodation offer as well as an additional (academic/social/pastoral care) enrichment program;
- The potential value, therefore, of non-residential enrichment programs;
- The importance of continuing to offer a threshold-level enrichment/pastoral care program for all students in University-owned facilities;
- The importance of a University service to assist students to find accommodation, whether in University-owned or affiliated colleges and residences, or in the private market;
- The importance of ensuring that the enrichment opportunities available to all students through the University's Student Life program are accessible and effective for all students, irrespective of their accommodation arrangements; and
- The value of seeking to increase the number and effectiveness of needs-based bursaries for students.

With respect to childcare, the excellent analysis of childcare needs for staff and students undertaken in 2015 identified the volume of unmet demand for childcare among staff and students. This analysis has recently been updated and has identified ongoing rises in the level of demand, not least because of the rising numbers of staff and students. Student demand for occasional child care remains especially strong and largely unmet. This is a particularly difficult challenge given that most commercial and not-for-profit centres are driven to favour full-care clients because of competitive pressures on price and the resulting small operating
Identifying feasible ways in which the University can facilitate childcare access in forms that are useful and affordable for students is therefore a challenge that is both pressing and difficult to solve. Of course, staff needs for additional childcare also raise the question of whether the University should again consider building a child care facility to cater more effectively to the needs of staff and students at campuses with high demand (e.g. Camperdown/Darlington and, perhaps in future, Parramatta/Westmead). It is important to recognise, though, that this is likely to provide only a partial solution. A further question is whether the University could and should contemplate additional needs-based bursary support packages for students with children.

Finally, the enabling character of the environment cannot be ignored. The extent and layout of physical student spaces, the affordances of virtual spaces, supporting food and beverage services and the culture of the University and its local communities all play a part in creating an inclusive University community and providing opportunity for valuable interactions among students and between students and staff.

As recent transformational projects have demonstrated (e.g., Charles Perkins Centre, Abercrombie building), students respond very positively to improvements and expanded access to informal environments that allow them to work together. They also embrace technologies that support collaboration and social interaction, and are keen participants in discussions of policy and culture.

The Learning Spaces Advisory Group and a to-be-appointed expert on learning spaces in the Education portfolio are intended to ensure a whole-of-University perspective on the design, refurbishment and development of formal and informal physical and virtual learning spaces. This approach should allow the University to adopt a more student-centred approach to learning and student space planning. Their work will also be important in ensuring alignment of the Campus Infrastructure Plan 2 (CIP2) with the curriculum ambitions of Strategy 4 in the 2016-2020 Strategic Plan and the pedagogical intentions of Strategy 5. It will be important also to expand this discussion to encompass all informal learning and student spaces and alignment with the Student Experience Strategy and to include in the discussion all of the relevant professional and academic units, such as CIS, ICT, the Library and faculties, and all student organisations, including USU and SUSF, that manage student spaces.

**Proposition E1. Student-centric support.** It is proposed that:

**E1.1 Location and operating model for student support services.** Informed by the current project on student support models, the University should ensure a more student-centric approach for students who experience barriers to engagement. For example, students identified as needing more than occasional support should be assigned a case manager who takes primary responsibility for all of their support service needs, and liaises, according to circumstance, with colleagues in other support services including, potentially, in services provided externally that are not available within the University. The University should consider co-locating at a suitable future moment all student-facing central teams and ensuring the availability of mechanisms to support: collaboration within and outside the University; innovation; and a coherent and integrated student support model. This central service point should include the Student Centre and, ideally, all student-facing central teams. This would become a new one-stop shop for students in managing their relationship with the University.

**E1.2 Mental Health and Wellbeing Strategy.** As recommended by the Higher Education Standards Panel in 2017, the University should also develop in the first half of 2019 a full mental health and wellbeing strategy for the student community. The strategy should take account of the changing needs of the University student community and the growing evidence base on effective practice. Ideally, also, it should take advantage of the University’s expertise in the promotion of youth mental health.
E1.3 Interface between SAS Student Centre/Faculty Services and academic and career advising. The University should ensure a seamless and efficient connection between the administrative service offered by the SAS Student Centre and Faculty Services, and the interactive advisory service proposed for the central academic and career advising function. The University should consider whether there is value in the Student Centre triaging directly to the academic and career advising centre for case management of non-routine enquiries and problems. Students should also have the option to self-triage to academic and career advising if they know their advising problem is complex, though triage back to the Student Centre/Faculty Services would be expected if a problem proves to be standard.

E1.4 A new student code of conduct. The University should review the Student Code of Conduct and ensure that it is aligned with the culture strategy, the Principles for the Student Experience and all other aspects of the student experience strategy.

Proposition E2. Affording opportunity for all students. It is proposed that:

E2.1 Informal learning and social spaces for students. The Learning Spaces Advisory Group should lead the development of a plan for informal learning and social spaces for students on all of its campuses. The plan should be aligned with the University’s guiding principles for the student experience and guided by data on space utilisation.

E2.2 Student accommodation. The University should develop an approach to student accommodation that is aligned to the student experience strategy and informed by the choice modelling survey of student accommodation preferences to be undertaken in coming months. The approach is likely to entail: a proposal for substantial lift in student accommodation in the price range of Queen Mary, Abercrombie and the Regiment; a requirement for a threshold-level enrichment and pastoral care program for all students in University-owned facilities; the development of optional, modestly priced, enrichment packages, decoupled from an accommodation offer and comprising a structured program of academic and social activities; consideration of an additional mid-range residential option offering both accommodation and an enrichment program; a University service to assist students to find accommodation, whether in University-owned or affiliated colleges and residences, or in the private market; and an increase in the number and effectiveness of needs-based bursaries for students’ living costs.

E2.3 Child care. The University should articulate its approach to the support of students’ access to child care that is aligned to the student experience strategy and informed by revised data on availability and need. The approach is likely to need to clarify: whether the University should again consider building a child care facility to cater more effectively to the needs of staff and students at campuses with high demand (e.g. Camperdown/Darlington and, perhaps in future, Parramatta/Westmead); whether and how it could offer additional needs-based bursaries, in this case to students with children in need of childcare; and how to support student access to occasional childcare, given the scarcity of access in the external environment.

E2.4 Supporting all student cohorts. The University should ensure that support services are effective for all student cohorts. In particular, it should:

• Monitor the effectiveness of each form of support for specific student cohorts including, but not limited to, students entering via different pathways and with different demographics;
• Through a review of policy on progression, establish the principle that progression Stage 2 and 3 students are required to meet with an academic adviser and that pastoral progression advice will be provided by an academic advising team;
• Ensure that progression Stage 1 students receive personalised advice and support;
• Support post-graduation in-country networking events for recent graduates;
• Consider commissioning work from time to time to conduct ad hoc research that will inform support initiatives for various student cohorts (e.g. labour market trends); and
• Use analytic approaches to regularly interrogate possible barriers to student success so that steps can be taken to target support services where they are most needed.
**Proposed implementation**

It is proposed that, on adoption by the University Executive, this strategy should be implemented as a project with oversight by a Student Experience Steering Group (SESG) and led by a project team located in the Office of the DVC Education. Proposed Terms of Reference and membership of the SESG are included in Appendix 1.

The proposed responsibilities and timing of each of the strategy’s propositions are outlined in Table 3 below.

**Table 3: Draft high-level implementation plan**

<table>
<thead>
<tr>
<th>Proposition</th>
<th>Sub-initiative</th>
<th>Key accountability</th>
<th>With support of</th>
<th>Proposed timing (to be confirmed)</th>
</tr>
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<tbody>
<tr>
<td><strong>Part 1 Design</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>D1.1 Student portal</td>
<td>Phase 1 – clear, consistent, timely, personalized, student-centric information (a,b,c,d)</td>
<td>DVC Ed VP Ops</td>
<td>VP ER</td>
<td>Phase 1: Dec 2019</td>
</tr>
<tr>
<td></td>
<td>Phase 2 – social engagement platform (f)</td>
<td></td>
<td></td>
<td>Phase 2: Dec 2020</td>
</tr>
<tr>
<td></td>
<td>Phase 3 – further personalization, interactivity (e)</td>
<td></td>
<td></td>
<td>Phase 3: TBD</td>
</tr>
<tr>
<td>D1.2 Integrated system support</td>
<td>Phase 1 – scoping</td>
<td>DVC Ed VP Ops</td>
<td>CIO VP ER VP A&amp;D</td>
<td>Phase 1: Dec 2019</td>
</tr>
<tr>
<td></td>
<td>Phase 2 – delivery</td>
<td></td>
<td></td>
<td>Phase 2: Dec 2020</td>
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<tr>
<td>D1.3 UE Student Life</td>
<td>Revise TORs</td>
<td>DVC Ed</td>
<td>-</td>
<td>Mar 2019</td>
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<tr>
<td>D1.4 AD Student Life</td>
<td>Revise position description</td>
<td>DVC Ed</td>
<td>-</td>
<td>Mar 2019</td>
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<tr>
<td>D1.5 Student Life Organisational model</td>
<td>Phase 1 – design</td>
<td>DVC Ed VP Ops</td>
<td>Deans</td>
<td>Phase 1: August 2019</td>
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<tr>
<td></td>
<td>Phase 2 – implement</td>
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<td>Phase 2: Mar 2020</td>
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<tr>
<td>D1.6 Coordinating forums</td>
<td>TAC forums for central, faculty staff</td>
<td>PVC SL</td>
<td>ADs SL</td>
<td>Apr 2019</td>
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<tr>
<td>D2.1 Monitoring and OI process</td>
<td>Phase 1 – design</td>
<td>DVC Ed</td>
<td>Deans</td>
<td>Phase 1: Apr 2019</td>
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<tr>
<td></td>
<td>Phase 2 – implement</td>
<td></td>
<td></td>
<td>Phase 2: Sept 2019</td>
</tr>
<tr>
<td><strong>Part 2 Relational core</strong></td>
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<tr>
<td>R1.1 Interactive pedagogies</td>
<td>Phase 1 – design expanded Principles &amp; Practice program</td>
<td>PVC EI</td>
<td>ADs Ed</td>
<td>Phase 1: Oct 2019</td>
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<tr>
<td></td>
<td>Phase 2 – implement new P&amp;P workshops</td>
<td></td>
<td></td>
<td>Phase 2: Feb 2020</td>
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<tr>
<td></td>
<td>Phase 3 – school-based workshops</td>
<td></td>
<td></td>
<td>Phase 3: June 2019</td>
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<tr>
<td>R2.1 School-based student societies</td>
<td>Phase 1 – agree model with USU</td>
<td>DVC Ed</td>
<td>ADs SL Pres USU CEO USU</td>
<td>Phase 1: Dec 2018</td>
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<tr>
<td></td>
<td>Phase 2 – implement</td>
<td></td>
<td></td>
<td>Phase 2: Feb 2019</td>
</tr>
<tr>
<td>R2.2 Co-, extra-curricular program</td>
<td>Phase 1 – 2019 program</td>
<td>DVC Ed</td>
<td>ADs SL Presidents USU, SUSF, SRC, SUPRA CEO USU ExDir SUSF</td>
<td>Phase 1: Feb 2019</td>
</tr>
<tr>
<td></td>
<td>Phase 2 – expanded design workshops</td>
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<td>Phase 2: Sept 2019</td>
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<tr>
<td></td>
<td>Phase 2 – initial implementation</td>
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<td>Phase 3: Feb 2020</td>
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<tr>
<td><strong>Part 3 Navigation</strong></td>
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<tr>
<td>N1.1 Pre-navigation and arrival</td>
<td>Expanded pre-arrival and arrival program</td>
<td>DVC Ed ExDir, SXS VP ER VP A&amp;D</td>
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<td>Jan 2019</td>
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<tr>
<td>N1.2 Intensive transition UG</td>
<td>Phase 1 – agree model with USU</td>
<td>DVC Ed PVC EI PVC SL ADs SL ADs SL</td>
<td></td>
<td>Phase 1: June 2019</td>
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<tr>
<td></td>
<td>Phase 2 – implement</td>
<td></td>
<td></td>
<td>Phase 2: Feb 2020 (if OLE or embedded model) or Feb 2021 (if full unit model)</td>
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<tr>
<td>N1.3 Intensive transition PG</td>
<td>Phase 1 – agree model with USU</td>
<td>DVC Ed PVC EI PVC SL ADs SL ADs SL</td>
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<td>Phase 1: June 2019</td>
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<tr>
<td></td>
<td>Phase 2 – implement</td>
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<td>Phase 2: Feb 2020 (if OLE or embedded model)</td>
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</table>
### Monitoring performance

In addition to monitoring the implementation of the strategy, the University will assess the performance of the student experience strategy through its existing educational and student experience Key Performance Indicators (based primarily on national surveys, including the Student Experience Survey and the Graduate Outcomes Survey) and through additional indicators to be agreed in the early stages of implementation.

| N1.4 First year coordinator support | Phase 1 – extended pilot 2019 Phase 2 – fully implement 2020 | PVC EI | PVC SL ADs Ed ADs SL | Phase 1: S2, 2019 Phase 2: S1, 2020 or Feb 2021 (if full unit model) |
| N1.5 Welcome week | Phase 1 – extended pilot 2019 Phase 2 – fully implement 2020 | PVC SL | ADs SL | Phase 1: S2, 2019 Phase 2: S1, 2020 |
| N2.1 Tech-enabled TAC support | Phase 1 – design Phase 2 – implement | DVC Ed | Phase 1: Dec 2019 Phase 2: Dec 2020 |
| N2.2 Academic integration of career development | Phase 1 – OLE development Phase 2 – interactive resources | DVC Ed | Phase 1: Feb 2020 Phase 2: Dec 2020 |
| N2.3 School career advisors | Phase 1 – extend and deepen links to career advisors Phase 2 – PD program | PVC SL | Deans | Phase 1: Dec 2019 Phase 2: Dec 2020 |

#### Part 4 Essential student supports

| E1.1 Operating model | Phase 1 – design Phase 2 – pilot Phase 3 – tech support Phase 4 – co-location of central student-facing services | DVC Ed VP Ops | CIO | Phase 1: Dec 2019 Phase 2: S1, 2020 Phase 3: Dec 2020 Phase 4: TBD |
| E1.2 Mental Health and wellbeing | Phase 1 – develop strategy Phase 2 – implement | DVC Ed | Deans | Phase 1: Aug 2019 Phase 2: Dec 2020 |
| E1.3 SAS/TAC interface | Phase 1 – design Phase 2 – implement | DVC Ed VP Ops | Phase 1: Aug 2019 Phase 2: Feb 2020 |
| E1.4 Code of conduct | Phase 1 – consult Phase 2 – adopt & implement | Dir, Ed strategy | ADs SL | Phase 1: Oct 2019 Phase 2: Jan 2020 |
| E2.1 Informal learning and student spaces | Phase 1 – concept consultation Phase 2 – adoption of concept Phase 3 – implement | PVC EI Dir CIS | Deans | Phase 1: Sept 2019 Phase 2: Mar 2020 Phase 3: TBD |
| E2.3 Childcare | Phase 1 – strategy design Phase 2 – adopt and implement | DVC Ed VP Strategy VP Ops | Phase 1: Apr 2019 Phase 2: TBD |
| E2.4 Identifying barriers to success | Phase 1 – routine monitoring Phase 2 – advice for progression Phase 3 – alumni in-country Phase 4 – analytics on educational and career success | DVC Ed VP A&D | ADs SL | Phase 1: May 2019 Phase 2: May 2019 Phase 3: July 2019 Phase 4: Dec 2019 |
### Terms of Reference

#### COMMITTEE

**STUDENT EXPERIENCE STEERING GROUP**

**PURPOSE**

The Student Experience Steering Group provides governance and oversight for the implementation of the University's student experience strategy. This includes providing overall governance of the implementation of student experience initiatives and responsibility for managing the approach, scope, progress, budget, benefits realisation, risks, issues and timelines of the program of work.

**TERMS OF REFERENCE**

The Steering Group will:

1. Monitor and review the implementation of the student experience strategy
2. Provide direction to individual initiative work streams
3. Ensure coordination of digital initiatives within the overall program of work and with other digital initiatives across the University
4. Manage funding within the agreed envelope, and prioritise and direct the allocation of resources including human, physical and capital resources
5. Understand and monitor key dependencies
6. Ensure an appropriate risk management framework is in place
7. Oversee the communications strategy

The Steering Group has the authority to:

1. Make decisions on the implementation of the student experience strategy, following the strategic direction agreed to by the University Executive
2. Make recommendations, as appropriate to the DVC Education and the University Executive and its relevant committees (UE Student Life, UE Operations, UE Education), on financial allocation to student experience proposals formally supported by the University's budget process

**Relationship with University Executive:**

1. The Steering Group will report to the UE Student Life Committee after each meeting, and provide regular progress reports (at least quarterly) to the University Executive, and the UE Operations and UE Education Committees
2. The Steering Group will refer financial decisions to the University Executive above the DVC (Education) delegation

#### CHAIR

Chair, Professor Pip Pattison, DVC (Education)

#### MEMBERSHIP

Professor Adam Bridgeman, PVC (Educational Innovation)
Professor Richard Miles, PVC (Education Enterprise and Engagement)
Professor Gregory Whitwell, Dean, University of Sydney Business School
Associate Professor Tim Wilkinson, Associate Dean Student Life, FEIT
Jordi Austin, Director, Student Support Services
Ainslie Bulmer, Executive Director, Education Portfolio
Mike Day, CIO
Sarah Morgan, Director, Enterprise Systems Strategy
Bridgette Dang, ICT Associate Director, Education
Brendon Nelson, Deputy Registrar
Angela Watkins, Executive Director Global Student Recruitment and Mobility
Leah Hill, FGM Faculty of Arts and Social Science
Joanna Lowe, Director, Marketing and Communications
Bronwen Mather, Campus Experience Design Lead
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<table>
<thead>
<tr>
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<tr>
<td><strong>EXECUTIVE SUPPORT</strong></td>
<td><strong>President SRC</strong>&lt;br&gt;<strong>President SUPRA</strong>&lt;br&gt;Ms Iqra Sheik, Senior Project Officer</td>
</tr>
<tr>
<td><strong>MEETINGS</strong></td>
<td>Meetings will occur on the first Thursday of each month at 0800 for one hour</td>
</tr>
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</table>
RECOMMENDATION

That the Academic Board note the 2018 End of Year Report on the progress of the Culture Strategy.

SUMMARY

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.

Supporting the Plan through to 2020 are three strategies addressing our culture: ensuring the demonstration of leadership at all levels; undertaking initiatives to embed our values; and strengthening our ability to work across institutional boundaries. At present, monitoring the impact of the culture strategy focuses on previous Staff Engagement surveys in 2013 and 2016 and the 2017 Culture Survey.

This report sets out progress in these areas during 2018.

2018 HIGHLIGHTS

♦ The award in September of four new Payne-Scott Professorial Distinctions, conferred for demonstrated and sustained excellence across all dimensions of award criteria and in acknowledgement of contributions in the preceding years. The award criteria are: mentoring, collaborative leadership, exemplary teaching, University-wide impact, exemplary scholarship, community and industry engagement, and commitment to University values. This year’s awardees are: Professor Carol Armour, Professor of Pharmacology and Executive Director, Woolcock Institute, Sydney Medical School, Faculty of Medicine and Health; Professor Tim Bedding, School of Physics, Faculty of Science; Professor Patrick Brennan, Professor of Diagnostic Radiography, Discipline of Medical Radiation Sciences, Faculty of Health Sciences; and Professor Kate Jolliffe, Professor of Chemistry, School of Chemistry, Faculty of Health Sciences

♦ The definition of effective leadership attributes and desired behaviours for selected senior leader cohorts and teams by the HR Workforce Development team in consultation with the Vice-Chancellor’s Office has comprised work, with all levels of leaders throughout the year – Senior Executive Team, University Executive, and deans and Heads of School.

♦ The pilot this year by HR of a Heads of School support framework included the establishment of a proactive Heads of School network. Members focus on understanding and managing academic underperformance and strengthening responses to poor conduct and difficult behaviour. Supplemen
approach to executive leadership succession planning is being developed for implementation by the end of 2018.

♦ 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.

♦ The conduct of fully subscribed Sydney Ideas symposia within the “Cultural Conversations” program. A *cultural backlash*, in July, featured Dr Tim Soutphomassane, outgoing Australian Human Rights Commission Race Commissioner, and Professor Pippa Norris, Professor of Government and International Relations at the University of Sydney, Australian Research Council Laureate Fellow, and McGuire Lecturer in Comparative Politics in the John F. Kennedy School of Government at Harvard University. *Differing views: valuing disagreement*, in September, involved University colleagues, Professor Celine Boehm, distinguished astroparticle physicist and Head, School of Physics, Professor Joellen Riley, Head of School and Dean, University of Sydney Law School, Ms Kirsten Andrews, Director, Government and Media Relations, and Payne-Scott Professor David Schlosberg, Professor of Environmental Politics, Department of Government and International Relations, Faculty of Arts and Social Sciences and Co-Director, Sydney Environment Institute.

♦ The delivery in June of a major conference commemorating 40 years of the Sydney Gay and Lesbian Mardi Gras. The conference was jointly sponsored by the Culture Strategy and the Faculty of Arts and Social Sciences, with the University of Sydney Ally Network. More than 200 delegates attended, including participants from the University of Sydney, University of New South Wales, the University of Technology Sydney, Macquarie University, Western Sydney University, the University of Wollongong, Australian National University, La Trobe University, and the University of Western Australia. Community representatives amongst speakers came from the 78ers group, Mardi Gras Arts Ltd, the AIDS Council of New South Wales (ACON), the Australian Federation of AIDS Organisations (AFAO), the Arab Council of Australia, Sydney Queer Muslims, the Jewish community, Rainbow Families, and New South Wales Health.

♦ The presentation, as part of the University’s Innovation Week in July, of 14 Vice-Chancellor’s Awards for Excellence. 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.

♦ The delivery of two reports on the inaugural Culture Survey, comprising detailed data analysis and commentary, by survey provider Insync 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.

**CULTURE STRATEGIES AND INITIATIVES**

The 2016-20 Strategic Plan describes three strategies, numbers 6, 7 and 8, aspiring to *A culture built on our values* and sets out the undertaking of ten initiatives toward the achievement of the strategies.

In the Plan these strategies and initiatives are:

<table>
<thead>
<tr>
<th>6</th>
<th>Demonstrate leadership at all levels</th>
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<tbody>
<tr>
<td>6.1</td>
<td>Develop a leadership program that supports the University’s leaders and future leaders</td>
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</table>
### STRATEGY 6: DEMONSTRATE LEADERSHIP AT ALL LEVELS

The Strategic Plan sets out an intention to “deliver a development program supporting the University’s leaders and future leaders” comprising training, projects, coaching and “other types of support”. The program includes a “series of customised executive education programs” involving internal experts and external consultants. (Strategy 6, Initiative 1)

The Vice-Chancellor’s office has been engaged in a leadership project with the Senior Executive team consistent with the strategy intended to contribute, in its conception, delivery and outcomes, to an enduring leadership framework underpinning the University’s next strategic plan.

Effective Leadership attributes and desired behaviours have been defined for selected senior leader cohorts and teams by the HR Workforce Development team in consultation with the Vice-Chancellor’s Office. Workshops to discuss the application of those behaviours, and to further develop leadership norms, are underway for the top 100 senior leaders. The first phase of this work, with the Senior Executive Team, is now complete. The second phase, with the Dean’s Working Group, was undertaken in Q3 2018 following the arrival of three new Deans. The third phase concerns the broader University Executive and took place later in 2018. The intention is to also provide targeted leader experiences at cohort or individual level, to build leadership effectiveness.

<table>
<thead>
<tr>
<th>Item No</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>6.2</td>
<td>Assess leadership performance against shared values</td>
</tr>
<tr>
<td>6.3</td>
<td>Strengthen policies, processes and practices to enable leaders to tackle and manage poor behaviour</td>
</tr>
<tr>
<td>6.4</td>
<td>Create a professorial distinction that recognises outstanding leadership and mentorship</td>
</tr>
<tr>
<td>7</td>
<td>Embed our values</td>
</tr>
<tr>
<td>7.1</td>
<td>Align values with recruitment, promotion, retention and performance management</td>
</tr>
<tr>
<td>7.2</td>
<td>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>
</tr>
<tr>
<td>7.3</td>
<td>Establish a joint UE/Academic Board culture taskforce</td>
</tr>
<tr>
<td>7.4</td>
<td>Communicate and celebrate exceptional performance</td>
</tr>
<tr>
<td>8</td>
<td>Promote understanding across institutional barriers</td>
</tr>
<tr>
<td>8.1</td>
<td>Expand orientation programs both centrally and locally for all new staff</td>
</tr>
<tr>
<td>8.2</td>
<td>Create pathways so that professional staff can develop careers across the University and between faculties and central services</td>
</tr>
</tbody>
</table>

Monitoring the progress of the culture strategy was carried out until May by the UE and AB Culture Taskforce and the Strategy Governance Board. Since June this function has shifted to the Culture Strategy Program Control Board (PCB), which reports to UE. PCB membership and Terms of Reference are provided as appendices to this document.
A leadership support framework for Heads of School was piloted this year by HR. A pillar of the co-designed framework of support for Heads of School is the establishment of a HoS network. The first network event took place in Q1 2018 with a focus on managing academic underperformance; the second event took place in Q3 and focused on managing conduct and difficult behaviour. Supplementing this work, an approach to executive leadership succession planning is being developed for implementation by the end of 2018.

The delivery of the HoS leadership support framework complements a suite of other measures: senior leaders induction sessions for new University academic and professional staff leaders in which the Vice-Chancellor, Director, Culture Strategy and other University leaders participate, and "collaborative connections" sessions comprising discussion and networking co-designed with the University of Sydney Business School and led by senior academic staff within the University. The approach taken with these latter sessions, inviting the leadership or participation of academic staff with research and teaching expertise in diverse relevant subject areas, is one that may be applied in the design of a cohesive leadership support program.

The National Centre for Cultural Competence Leadership Program (CCLP), launched in 2017, was conducted again in July and August 2018 as part of the Wingara Mura integrated strategy with a total of 124 participants. The retreats comprise workshops around Indigenous knowledges, leadership and cultural competence and a cultural immersion day with members of Wreck Bay Community. The shift that many participants expressed at the final session of both retreats last year was that they now understood the connection to Aboriginal and Torres Strait Islander cultural competence, could see why cultural competence was key to building a safe and respectful campus, and were committed to it in their local contexts. An evaluation of the CCLP is underway. In the meantime, 2017 CCLP participants established communities of practice during 2018, presenting on aspects of cultural competence at faculty and unit meetings, and finding ways to develop and lead on cultural competence initiatives in professional, research and teaching settings. These activities helped to generate keen interest in the 2018 CCLP.

The Payne-Scott Professorial Distinctions were awarded for the first time in 2017. Title holders have demonstrated sustained excellence across all dimensions of award criteria and have been widely acknowledged for their contributions to the University as leaders and mentors in preceding years.

By way of examples of some of the work undertaken this year by our Payne-Scott Professors: throughout 2018 Professor Nalini Joshi has continued to work with government organisations to strengthen national action and gender equity policy. She co-initiated, in 2016, the Australian pilot of the Science in Australia Gender Equity program (SAGE) to change organisational culture at an institutional level, with the support of the Australian Academy of Science, and in late 2017 she initiated a fresh, complementary "grass roots" initiative in the Mentoring and Guidance in Careers program (MAGIC), focusing effort on equipping early academic career women and gender-diverse researchers from mathematical and physical science backgrounds with reflective tools and experiences to understand how to forge their careers. Professor Joshi will lead a second, larger MAGIC program this year. She has also continued her own research in nonlinear systems theory, studying discrete mathematical models occurring in interdisciplinary applications, such as those for mathematical immunology.

Professor Judy Kay's research in 2018 has continued to build the University's human-centred technology focus in the areas of health and wellness, and lifelong and "life-wide" learning. Her interdisciplinary research collaboration – from software engineering through psychology, public health, nutrition, physiotherapy and education – now extends to other Australian universities, with the aim of building research links with colleagues in the UK and USA over the next five years. Professor Kay has strong relationships with generations of graduates and is active in building and strengthening the University's alumni associations.
Professor Tania Sorrell has facilitated engagement with multiple faculties and schools in developing an expanded academic Westmead precinct, with a focus on planning for education, research and training initiatives for the New South Wales Infectious Disease Unit, linking colleagues in medicine, nursing, and public health, with colleagues in the Design Lab (from the University’s School of Architecture, Design and Planning), the sciences and the humanities, (including the Sydney Conservatorium of Music, the business and law schools and the Faculty of Arts and Social Sciences). Professor Sorrell has taken a leading role in developing the strategic pillars of the Westmead precinct strategy, being advanced diagnostics and prognostics, personalised medicine and sustainable health. Over the next five years, Professor Sorrell aims to consolidate the Marie Bashir Institute as a national and global leader by expanding the institute’s international portfolio with further multidisciplinary engagement, connector grants (including University strategic initiatives) and research project node development, project and large grant successes and a renewed focus on philanthropy.

Professor David Schlosberg, as director of the Sydney Environment Institute (SEI), has in 2018 built on the development of interdisciplinary environmental studies at the University, and the role of the SEI as a core, and expanding, multidisciplinary research institute at the University. This has entailed the collaborative development of research projects, mentoring of new affiliates and early career researchers, and ongoing engagement with external stakeholders and potential partners. Professor Schlosberg plans to continue a leadership role in a number of initiatives over the next five years, including the Planetary Health Initiative and the new Office of Environment and Heritage Research Hub on Health and Social Impacts of Climate Change. He regards one of the key areas ripe for development in the teaching space is as interdisciplinary teaching collaboration and delivery. Professor Schlosberg is examining the potential of developing one or more new masters degree programs in environmental studies – food studies, environmental humanities, and adaptation governance are just three potential areas where there is evidence of domestic and international student demand.

In all, nine distinguished academic leaders were awarded the title of Payne-Scott Professor in 2017 and 2018.

Culture strategy work set out as initiatives under the strategy “Demonstrate leadership at all levels” frequently intersect with initiatives under the next strategy, “Embed our values”, discussed below. Distinguishing between “disagreeing well” and offensive communication, understanding the value of disagreement in the academic context of ensuring respect and integrity, and promoting courage and creativity in our research and education endeavours, informed discussion as part of a series of Sydney Ideas symposia and are each also demonstrations of exemplary leadership.

Our University culture is open to complex, critical discussion that works toward problem-solving across our organisational boundaries and with the wider community. Matters of mutual accountability, reciprocity in the notion of our collective responsibility, cultivating creative and empathic leadership qualities across the institution, and the sharing and valuing of diverse experience and knowledge, are equally intrinsic to a whole-of-University approach to strengthening our organisational culture. The “Cultural Conversations” program is described in the 2018 Highlights section of this document, above.

**STRATEGY 7: EMBED OUR VALUES**

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 third year in 2018, are strongly promoted and attract wide interest and nominations from across academic and professional staff cohorts. A total of 111 nominations for Awards were received this year.
The Joint University Executive/Academic Board Culture 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, such as Harvard’s Pursuing Excellence on a Foundation of Inclusion, delivered by the Presidential Taskforce on Inclusion and Belonging, and King’s College London’s work on diversity and inclusion at King’s and gender and race equality.

The SAGE project has gathered data from the Culture Survey and other University sources to support a draft application for an Athena SWAN Bronze Award. The Athena SWAN pilot in Australia involves 44 institutions reviewing gender equity and diversity in science, technology, engineering, mathematics and medicine (STEMM). The pilot evolved from a program based on the Athena SWAN Charter, an evaluation and accreditation framework in the United Kingdom, that addresses the improvement of gender equity policies and practices in STEMM.

SAGE working groups have each been given responsibility for areas of focus in the Bronze Application template. Groups meet regularly to consider their areas of remit, being:

- data: collection, collation and analysis of the University’s gender equity and diversity data (both quantitative and qualitative) to create an honest and reflective picture of the University
- career progression: developing an understanding of where the real issues lie in supporting and advancing women’s careers at the University, including in the areas of recruitment, promotion, parental leave and workplace flexibility
- organisation and culture: deeply analysing and understanding the University’s culture and how it impacts on gender equity and diversity, and the wellbeing of staff broadly, and how this can be influenced and changed in the future
- communications: promotion, awareness raising and staff engagement with the SAGE project within the University and more broadly.

A SAGE Advisory Council (SAC) meets quarterly to support and champion the delivery of the University Athena SWAN Bronze Application by providing expertise, advice and advocacy to advance gender equity and diversity across STEMM and indeed the broader University.

This initiative is proceeding as planned and with excellent engagement across the University. The University's final application is on track for submission in March 2019.

In the area of women’s leadership, the University continues to provide opportunities for experience, learning and development. Thirteen female managers and leaders have undertaken the Chief Executive Women’s Program in 2017 and 2018, and 45 women have now completed the Vice-Chancellor's Sponsorship Program for Women since 2016. The Women at Sydney Symposium was attended by 320 staff in 2017 and will be conducted again in November this year.

Efforts are underway to ensure that University values are embedded in HR recruitment and appointment processes. Additionally, detailed behavioural attributes for each group of roles or “job family” will be developed within the Career and Capability Framework Project during Q4 2018 and Q1/2 2019, with an intention to include them within job profiles and job advertisements by the end of Q2 2019.

Preparation is also underway for values and behaviours to be embedded within executive performance planning in 2019. The first phase of this work comprises an improved executive performance policy approach which has been considered in draft form by the Senate People and Culture Committee. Communication about the draft
approach will take place during late 2018 and feedback will be widely sought as part of the communication plan. The second phase will follow with a focus on Senior General Staff for 2019.

A recently completed workforce inclusion and diversity review undertaken within HR is the subject of continuing discussion. Outcomes of the review target a more integrated, cohesive approach to the delivery of HR facilitation and support of inclusion and diversity initiatives and complement a separate review of the University’s Disability Action Plan and the development of its next iteration and a review of our Indigenous Employment Strategy.

The Director Culture Strategy's listening tour of faculties in late 2016 and interviews in late 2017 with outgoing deans, continuing Heads of School and senior professional staff colleagues in the Faculty of Engineering and Information Technologies and in the Faculty of Science – all contributing to the writing of new strategic plans for those faculties – provided clear evidence that the University’s values are widely appreciated and understood, and that there is both the capability and willingness to apply the values in our day to day work across both the academic and professional staff domains. The collaborative effort contributed by Taskforce members, and the effectiveness of the network built amongst Heads of School, are examples of the demonstration of our values at work.

STRATEGY 8: PROMOTE UNDERSTANDING ACROSS INSTITUTIONAL BARRIERS

Networks initiated, cultivated and maintained by staff are increasingly agents of influence, sources of collaborative creativity and energy, and bridges across actual or perceived institutional barriers. Where academic and professional staff come together informally in these networks, relationships often contribute productively to University initiatives or to the University’s cultural enterprise and purpose.

Graduates of the Vice-Chancellor’s Sponsorship Program for Women, for example, established the Mosaic Network in 2018, chiefly for women who identify as culturally and linguistically diverse. The University of Sydney Ally Network determined to identify itself from 2018 on as the University’s Pride Network instead, undertaking to galvanize staff and student members of the LGBTIQ+ community. The Disability at Work Network, the Aboriginal and Torres Strait Islander Staff Network, the Parents and Carers Network, and the Healthy Sydney University initiative are each important contributors to, and intrinsic participants in, our efforts to make the University a place where we value different and unique perspectives and advocate for everyone to realise their full potential.

More formally, the first initiative set out in the Strategic Plan under this strategy is concerned with the expansion of orientation programs for both commencing academic and professional staff. A refreshed orientation program, now in place, seeks to offer an inter-business unit perspective for new staff. The importance of collaboration for business effectiveness across units is a focus of orientation. Likewise, from Q3 2018 HR’s executive leadership onboarding comprises an approach that emphasises a broad University perspective.

The second initiative set out in the Plan under this strategy is more ambitious in its remit to create a career and capability framework, with complementary resources such as new training programs, with the goal of enhancing opportunities for staff mobility, the acquisition of deeper business knowledge across the University, and the retention of our best staff. Capability and behavioural attributes will be defined, underpinning improved career mobility for professional staff.

HR is also developing foundational workforce architecture, a job hierarchy and job families to provide greater clarity supporting a career framework for the University. This work is occurring Q4 2018 through Q2 2019, integral to the Sydney Operating Model program.
Public symposia with themes of civil disagreement, productive engagement, and culturally competent inclusive leadership and the conduct of flagship strategic initiatives such as the Vice-Chancellor’s Awards for Excellence and the award of 2019 Payne-Scott Professorial Distinctions occurred concurrently in 2018. Symposia outcomes this year, including proposed op. ed. commentary, and the discussion papers being circulated regarding the value of disagreement in academic discourse and efforts toward greater cultural and linguistic diversity within our broader staff profile, may impact University governance broadly, with implications for the development and application of policy, and our approach to leadership, its constitution and demonstration. A proposed approach is discussed below.

Some of the effort toward exemplifying our values and ensuring their integration into a defined program of leadership development and governance will be put into a promotional campaign across University campuses in 2019, in consultation with Marketing and Communications colleagues and a third party creative agency. This campaign, with a focus on an academic audience, will be conducted alongside a program of podcasts currently in development. Podcasts are a way of reaching an academic audience, considering different forms of deliberation, communication, and debate within the academy, often along disciplinary lines.

Endorsed initiatives seeking to address what has been described as poor behaviour and underperformance should be visibly integrated into the proposed leadership framework where positive exemplars of our University values, exceptional mentors such as each of the Payne-Scott Professors, and policy amendments that bring authority and currency to our governance measures, are also to the fore.

In this regard the Director, Culture Strategy will work with the Vice-Provost whose remit to strengthen academic performance includes a close analysis and evaluation of research output considered in the context of academic governance, mentorship and leadership participation and responsibilities, the efficacy of academic planning and development processes (A P & D), and the identification of opportunities to better recognise leadership attributes and contributions in the definition of “performance”.

1. LEADERSHIP

Our focus in 2019 is on working with academic colleagues, including invited senior staff and Payne-Scott Professors, and with colleagues in HR, toward the development of a holistic leadership framework that acknowledges and incorporates existing strengths and initiatives, and that demonstrates greater alignment of effort, and provides mechanisms for transparent re-evaluation and continuous improvement.

Continued collaborative effort and a curatorial perspective are required in transitioning leadership initiatives into a cohesive leadership culture for business-as-usual governance. There is further potential to engage the expertise of our academy in composing engaging, relevant content toward the development of a programmatic approach to leadership. Influencing a stronger organisational culture across all staff cohorts will require the development of mechanisms that continue culture-related work in professional services units and to link that work into the academy.

Such mechanisms currently being considered by the Culture Taskforce and referred to above (models provided by Harvard and King’s College London), might include the dedicated participation or leadership of academic staff, for fixed periods, and this will entail thinking in perhaps new ways about secondment practice, process and protocols, and about the recognition of that participation and leadership in future academic promotion applications or in other ways that ensure such involvement is encouraged and appreciated.

Continuing 2018 work within the academy exploring the value of disagreement in academic discourse, promoting greater collaboration, interdisciplinary engagement, openness and mutual respect, a proposed
University conference aligned to the 2019 United Nations International Year of Moderation is proposed for mid-2019. The United Nations calls upon all member states “to undertake initiatives to promote moderation through such activities as outreach programs and cross-cultural dialogue and to promote the value of moderation, including non-violence, mutual respect and understanding, through education.” This proposed hallmark conference has the capacity to exemplify University values at work within the academy and to invite the participation of academic voices from diverse disciplines.

2. GOVERNANCE

The development of individual faculty and University School culture strategies, affecting and including academic and professional staff, should follow the methodology undertaken with the Faculty of Engineering and Information Technologies and the Faculty of Science in 2017, where evidence of empathic and inclusive leadership contributed to worthwhile outcomes for the University and a deeper understanding of the application of University values to our purpose, research and teaching.

The Strategic Plan 2016-20 sets out an intention to “strengthen policies, processes and practices to enable leaders to tackle and manage poor behaviour” (Strategy 6, Initiative 3). The link between the mechanisms of governance and the demonstration of leadership will be strengthened and explicated. Confident, empathic, self-aware and effective leadership should be able to rely on University policy and process that is articulate, current, informed and applicable to the academy. Additionally, an opportunity to supplement existing faculty and University School education and research compacts with an applicable commitment to our University values will embed strategic intentions into both continuing education and research initiatives and our faculty and School operations more broadly.

Some valuable work has been undertaken and completed in this area. The Bullying, Harassment and Discrimination Prevention Policy 2015 and Procedures, updated April 2018, the Reporting Wrongdoing Policy 2012, updated March 2016, the Resolutions of Complaints Policy 2015 and Student Complaints Procedures 2015, updated September 2017, each contribute to stronger governance and greater clarity in their respective application to University administration.

In discussion with the University Policy Manager during 2017, we identified a suite of policies that, together, underpin the above and that should provide an overarching reference for managers and leaders in their mutual articulation of University values and current behavioural challenges.

This policy culture matrix comprises:

- Code of Conduct for Students
- Code of Conduct – Staff and Affiliates
- Public Comment Policy
- Policy on the Use of University Information Technology Resources

There is an opportunity here for University staff networks described above to have a voice in the review and revision of some of these policies and to link them more formally into other mechanisms of governance, such as one or more University Executive committees.

Further, the Joint University Executive/Academic Board Culture Taskforce this year discussed the Charter of Academic Freedom and agreed to re-visit that discussion subsequent to, and in the context of, work led by the Director, Culture Strategy on the subject of valuing disagreement in academic discourse, which will comprise a report and demonstrations of public thinking in the next few months – three Sydney Ideas events and the development of podcasts involving conversations with academic colleagues including one or more of our Payne-Scott Professors, all referred to above.
As the Charter is referenced throughout in the current Public Comment Policy, it makes sense to consider any review of the Charter in tandem with the review of that policy. A review of the Charter will be undertaken by the Joint University Executive/Academic Board Culture Taskforce during Q1 2019.

3. CONTINUING WORK

Our major programs of work, Westmead Strategy, Western Sydney Strategy, and the Sydney Operating Model, should include an approach to the inclusion of culture in core initiatives. Consideration should be given now, as part of the planning process, ensuring the expression of intent and integration in documents and discussion.

Diversity, equity and inclusion committees are being initiated unilaterally in some faculties, schools and professional services units. This is a positive sign of the influence of the culture strategy and of the cognisance of the University's values amongst our colleagues, however their disconnection from University executive governance risks inconsistency of application, focus and intention. A mechanism providing guidelines, consistent and helpful terms of reference, and ongoing oversight to assure continued currency of approach and application, and alignment to broader strategy, are necessary.
APPENDIX A: CULTURE STRATEGY PROGRAM CONTROL BOARD MEMBERSHIP

- Vice-Chancellor and Principal (Chair) Dr Michael Spence
- Director, Culture Strategy, Assoc Professor Jennifer Barrett
- Deputy Vice-Chancellor (Indigenous Strategy and Services), Professor Lisa Jackson Pulver
- Chief Human Resources Officer, Ms Karen Heywood
- Academic Director, Science in Australia Gender Equity (SAGE), Professor Renae Ryan
- Vice-Principal (Strategy) or nominee, Assoc Professor Kalina Yacef (School of Information Technologies)
- Dean or nominee Vacant
- Head of School and Dean, Sydney Conservatorium of Music, Professor Anna Reid

APPENDIX B: CULTURE STRATEGY PROGRAM CONTROL BOARD TERMS OF REFERENCE

The Program Control Board (Culture Strategy) provides governance and oversight for the culture portion of the 2016–20 Strategic Plan. The board monitors the approach, scope, progress, budget, risks, issues, resourcing and timelines for all strategic initiatives.

The Program Control Board:

- provides advice regarding the strategic direction of initiatives
- monitors adherence to strategy, scope and plans
- monitors funding for BRT approved initiatives
- monitors key dependencies
- monitors KPIs and ensure that the program is structured to achieve success
- makes recommendations to the University Executive (UE), including any changes to scope, timeframes or approach
- monitors program risks and issues
- advocates for the Culture Strategy in the wider University community.

https://intranet.sydney.edu.au/strategy-planning/culture/culture-program-control-board.html

APPENDIX C: JOINT UNIVERSITY EXECUTIVE – ACADEMIC BOARD CULTURE TASKFORCE MEMBERSHIP

- Assoc Professor Jennifer Barrett (Director, Culture Strategy) Chair
- Professor Angus Dawson (Director, Sydney Health Ethics) representing University Executive
- Mr Jeremy Heathcote (Manager, Indigenous Employment and Cultural Diversity, Human Resources) representing the University community
- Dr Vanessa Lee (Faculty of Health Sciences) representing the University community
- Professor Yixu Lu (Head, School of Languages and Cultures, Faculty of Arts and Social Sciences) representing the University community
- Assoc Professor Tony Masters (Chair, Academic Board)
- Professor Kathryn Refshauge (Dean, Faculty of Health Sciences) representing University Executive
- Professor Anna Reid (Head of School and Dean, Sydney Conservatorium of Music) representing University Executive
- Ms Olivia Perks (Director, Legal Services, Office of General Counsel) representing the University community
• Dr Jenny Saleeba (Faculty of Science) representing Academic Board
• Professor Juanita Sherwood (Assoc Dean, Indigenous Strategy and Services, Faculty of Medicine and Health) representing the University community
• Assoc Professor Catherine Sutton-Brady (The University of Sydney Business School) representing Academic Board
• Dr Ilektra Spandagou (Faculty of Arts and Social Sciences) representing Academic Board
• Ms Amy Wenham (Student representative) representing Academic Board (student)

APPENDIX D: JOINT UNIVERSITY EXECUTIVE – ACADEMIC BOARD CULTURE TASKFORCE TERMS OF REFERENCE

The Culture Taskforce will champion and advise on the best way to effect cultural change in the institution.

Create the cultural vision
• Articulate and promote a bold vision for the culture of 2020 and beyond.
• Define tangible objectives and institutional initiatives to meet the needs of the culture strategy.
• Design a five-year framework to meet objectives.

Measure and monitor
• Create and develop a series of indicators that will identify cultural progress, areas of excellence that can be shared with the broader University and areas where improvements should be supported.
• Serve as a forum where case studies can be considered to reflect on the progress of cultural change.
• Initiate deep dives, audits, incentives and other levers to tackle problem areas.

Serve as a central forum
• Harmonise, coordinate and bring together different University communities that have a duty to contribute to the culture strategy.
• Align the priorities of different stakeholders within the University.
• Lessen the impact of institutional siloes, promotes institutional-wide initiatives and collaboration amongst culture stakeholders.
• Oversee organisation of events to publicise and promote the new culture.

Drive and oversee culture initiatives in 2016-2020 Strategic Plan
• Support, advise and influence research and education strategic implementation to ensure the sustainable adoption of a ‘culture of excellence’.
• Influence and approve the content, direction and approach of all initiatives within the culture strategy.
• Responsible for the continued promotion of the University’s values.
• Identify and tackle counterproductive work behaviours that hamper and impede culture change and development.
• Actively advocate for the culture strategy.

Author | 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

Professor David Alais, Faculty of Science
Elected to the Academy of Social Sciences in Australia.

Professor Carol Armour, Sydney Medical School
Recognised in the 2018 Payne Scott professorial distinction for leaders and mentors.

Professor Tim Bedding, Faculty of Science
Recognised in the 2018 Payne Scott professorial distinction for leaders and mentors.

Professor Patrick Brennan, Faculty of Health Sciences
Recognised in the 2018 Payne Scott professorial distinction for leaders and mentors.

Professor David Burr, Faculty of Science
Elected to the Academy of Social Sciences in Australia.

Professor David Celermajer, Faculty of Medicine and Health
Elected a Fellow of the Australian Academy of Health and Medical Sciences.

Associate Professor Anne Cust, Faculty of Medicine and Health
Recognised as a Cancer Research Fellow at the NSW Premier’s awards for cancer research.

Professor Robyn Dowling, School of Architecture Design and Planning
Elected to the Academy of Social Sciences in Australia.

Professor Nick Enfield, Faculty of Arts and Social Sciences
Elected to the Academy of Social Sciences in Australia.

Professor Simon Jackman, Faculty of Arts and Social Sciences
Elected to the Academy of Social Sciences in Australia.

Professor Kate Joliffe, Faculty of Science
Recognised in the 2018 Payne Scott professorial distinction for leaders and mentors.

Professor Stewart Jones, University of Sydney Business School
Elected to the Academy of Social Sciences in Australia.
Non-Confidential

Professor Alex McBratney, Sydney Institute of Agriculture and Faculty of Science
Winner of the NSW Premier’s Prize for Excellence in Biological Sciences (Ecological, environmental, agricultural and organismal) at the NSW Premier’s Prizes for Science and Engineering.

Associate Professor Alexander Menzies, Faculty of Medicine and Health
Recognised as a Cancer Research Fellow at the NSW Premier’s awards for cancer research.

Professor Dietmar Müller, Faculty of Science
Winner of the NSW Premier’s Prize for Excellence in Mathematics, Earth Sciences, Chemistry or Physics at the NSW Premier’s Prizes for Science and Engineering.

Dr James (Mac) Shine, Faculty of Medicine and Health
Winner of the NSW Premier’s Prize for NSW Early Career Researcher of the Year at the NSW Premier’s Prizes for Science and Engineering.

Professor Branka Vucetic, Faculty of Engineering and Information Technologies
Winner of the NSW Premier’s Prize for Excellence in Engineering or Information and Communications Technology at the NSW Premier’s Prizes for Science and Engineering.

Professor Tony Weiss, Faculty of Science
Winner of the NSW Premier’s Prize for Leadership in Innovation in NSW at the NSW Premier’s Prizes for Science and Engineering.
Confidential

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<tr>
<th>Author</th>
<th>Kate Small, Deputy Chief of Staff</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Vice-Chancellor</td>
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<td>Paper title</td>
<td>Vice-Chancellor’s report to Academic Board</td>
</tr>
<tr>
<td>Purpose</td>
<td>This report provides Academic Board with an update on matters that have occurred since the previous meeting.</td>
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RECOMMENDATION

That the Academic Board receive and note the Vice-Chancellor’s Report.

EXECUTIVE SUMMARY

This report provides information on current issues for the information of the Board.

STRATEGIC ITEMS

Year in Preview – 7 priorities

Excellence

1. Excellence in Research Australia
   
   As the Board has previously been advised, our ERA and ERA Impact and Engagement submissions were lodged on schedule in July and August 2018 respectively. The results of these assessment exercises are expected in early 2019.

2. Transforming the curriculum and the student experience
   
   Transforming the experience of learning
   
   We continue to make excellent progress towards our goal of having 50 per cent of our students undertake an international mobility experience as part of their course of study. The AUIDF Learning Abroad at Australian Universities report released in October shows that the University of Sydney now has the largest outbound student mobility program and the highest percentage of students undertaking a mobility experience across 37 universities in Australia (based on 2017 data). This achievement is particularly noteworthy given that three years ago, the University’s program ranked fourth in terms of size. With 4990 outbound mobility students of a national total of 49263 coming from the University of Sydney, we now account for 1 of every 10 outbound students. This is a remarkable statistic and a testament to our focused efforts in this area.

   In my last report, I highlighted several excellent peer-to-peer initiatives focused on improving our teaching and our students’ experience of learning. Another such event, ‘Hack your lecture’, was held on 3 October. Over 90 lively minutes, an expert panel of University academics shared their thoughts on the perfect lecture, considering the questions “how would you design a lecture that would achieve 100% attendance and engagement? What would make a lecture ‘unmissable’?” An audience of students and academics then worked in teams to ‘hack’ a number of existing lectures, and brainstorm ways to transform them into ideal learning experience. Putting the student experience at the centre was a strong central theme.

   Transforming the student experience outside the classroom
   
   Drawing on work streams in the areas of Transition and Orientation, Academic Advising, and Career Development and Transition (TAC), the interim report of the Deputy Vice-Chancellor (Education)’s TAC Steering Group has been released for comment. This report outlines the challenges identified in University-wide practice in these domains and sets out a vision and a series of proposed recommendations for addressing them. The recommendations cover:
   
   - The desired form of digital access for students to information, resources, services and opportunities related to transition and academic and career advising (and other aspects of the student experience);
Clear oversight, responsibility and decision support for transition and academic and career advising;
Initiatives to ensure successful transition into the University;
Initiatives to support an integrated approach to academic advising and career development and transition; and
A proposed model for the nature and organisational form of support of transition and academic and career advising (subject to further consideration by the Sydney Operating Model program).

Feedback on the report and these recommendations has been sought from the University community and both this interim report and the feedback will contribute to the final TAC Steering Group Report.

3. Academic aspiration

Education-focused roles are now being implemented. An intranet page on education-focused roles is live with information about how faculties/schools can convert staff to education-focused roles or advertise for recruitment. Some recruitment to education-focused roles has already commenced. HR has commenced a review of the current “teaching-focused” cohort and will work with faculties/schools to identify which teaching-focused staff may be eligible to translate into education-focused roles.

Engagement

4. Parramatta/Westmead multidisciplinary campus

The University welcomed the recent announcement by the NSW Government that it would enter into formal negotiations to establish a campus on land in Parramatta/Westmead. The first phase of the new Parramatta/Westmead Campus is part of our commitment to invest $500 million in the future of Western Sydney. It will in time become the University’s second major campus, and by 2050 our vision is to host 25,000 students, generating 20,000 jobs and adding $13 billion to the NSW economy. The University has also unveiled the preliminary academic vision for the new campus that has emerged from widespread consultation and discussion across the University during 2018.

We have started our next series of design activities for the new campus, in particular looking at a detailed academic strategy incorporating the selected themes, drafting of some sample educational programs, and defining the scope of the academic operating model. Engagement with the University's senior leadership team and wider academic community continues throughout all of these streams of work, and we have started work with key industry groups and community bodies to better understand their needs and long-term objectives.

5. External Engagement

Fellows will know that the University is committed to providing opportunities to the most promising students whatever their social or cultural background. We have recently appointed PhilipsKPA to conduct a high-level review of our widening participation, outreach and recruitment activities for students from non-traditional backgrounds to ensure we have the best strategies in place to enhance the diversity of our student body. The review will take place throughout October and November, and the findings will feed into the development of a University-wide strategy for this area.

6. Revenue Diversification

Diversification of country-of-origin for international fee-paying students

Establishment of the India office and development of the South East Asia strategy are both progressing well and are on track for completion by the end of the year.

Simplification

7. Sydney Operating Model

As previously reported to Senate, all of the 2018 Sydney Operating Model (SOM) projects are progressing well and is planning underway for new projects to commence in 2019 that focus on direct support for our research and education. A SOM all-staff forum which will provide an update across the broad SOM program and an opportunity for Q&A with speakers and Executive Sponsors will take place on 23 November.

ITEMS FOR NOTING

1. Ramsay Centre

A process of consultation with staff about the proposed draft Memorandum of Understanding (MoU) with the Ramsay Centre has now concluded. Five hundred colleagues provided responses. A report detailing staff feedback was circulated via an all-staff email, as was a revised MoU that had changes informed by the
strongest themes that came through in the staff responses. The revised MoU was provided to the Ramsay Board and their feedback has been invited.

2. Suzhou Centre
A strategic review of the University's Centre in China ("the Centre") delivered its findings and recommendations in October. The review recommended a number of changes that will strengthen the Centre’s relationships with the University and enable it to support the delivery of the University’s China strategy more effectively. These recommendations include that the Centre would benefit from leadership with a more academic focus to shape its role in delivering on the University’s education and research goals.

The executive director of the Centre, Ms Cathryn Hlavka, has now left the Centre, and the chief operating officer of the Charles Perkins Centre, Michael Milne, has agreed to act as interim executive director while we recruit an academic director. Mr Milne will retain his key COO responsibilities in the Charles Perkins Centre, but will spend time in Suzhou. In his role in the Centre in China, he will work over the next year to implement the recommendations of the recent review.

3. Appointment of the Head of School and Dean of the Sydney School of Architecture, Design and Planning
Professor Robyn Dowling has accepted an offer to become the Head of School and Dean of the Sydney School of Architecture, Design and Planning (SAPD) commencing on 1 January 2019. Robyn has been a Professor in SAPD and Associate Dean Research since joining the University in 2016. She is a Fellow of the Academic of Social Sciences and a distinguished urban geographer and planner who is internationally known for her work on housing and home, and the implications of climate change and technological disruptions for cities.

My sincere thanks to Professor John Redmond who has built on the outstanding strengths of the School to create the highest performing School of its type in Australia. This is a great foundation on which Robyn and all the staff can build further in the coming years.

4. China Graduations
On the weekend of 20-21 October, I led the delegation for the University's annual Chinese graduation ceremonies and alumni celebration. Approximately 350 graduates, 800 of their guests, and 425 alumni took part in these celebratory events. A highlight of the alumni event was the launch of new China Alumni Achievement Awards. The achievements of the three recipients of these inaugural awards are remarkable, and the awards received widespread coverage in the local media. While in China, I also met with the president of Baidu (the Chinese equivalent of Google), attended roundtables with Peking University and SJTU, visited our team in Suzhou and gave an invited address at Beijing Normal University.

5. Safework NSW Awards
I am delighted to advise that the University’s Safety Health and Wellbeing (SHW) team won the Safework NSW Award for Excellence in Recovery at Work for Business for our Staff Health Support Program. Site inspectors from Safework NSW and the State Insurance Regulatory Agency (SIRA) reviewed our program, including holding interviews with staff and managers, and commented favourably on the proactive approach that our support offers to enable people to remain at work, and work to the best of their capacity whilst recovering from ill health, as being best practice in action.

6. Australian Boat Race
The Australian Boat race, an annual rowing competition between the University of Sydney and University of Melbourne first held in 1860, took place on Sydney Harbour on 14 October. This year was the 10th anniversary of the revived competition, which is alternately hosted in on Sydney Harbour and the Yarra River. This event encapsulates the long-standing rivalry between two great cities and two great universities. The University of Sydney proved triumphant on this occasion, winning three of the four races, including The Edmund Barton Trophy for The Men’s Eight and the The Bella Guerin Trophy for The Women’s Eight.
This report summarises for the Academic Board the business of the meeting of the Academic Standards and Policy Committee held on 6 November 2018.

RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee held on 6 November 2018;

1. approve the introduction of the Outbound Student Mobility Policy 2018;
2. recommend that Senate approve the amendment of the University of Sydney (Governance of Faculties and University Schools) Rule 2016, with effect from 1 January 2019;
3. approve the amendment of the Learning and Teaching Policy 2015;
4. recommend that Senate approve the amendment of the University of Sydney (Higher Degree by Research) Rule 2011;
5. approve the amendment of the Coursework Policy 2014 and approve the introduction of the Admissions Standards – English Language Proficiency;
6. approve the amendment of the Progress Planning and Review for Higher Degree by Research Students Policy 2015;
7. approve the introduction of the Continuing and Extra-Curricular Education Procedures 2018, Continuing and Extra-Curricular Education reporting template, and course evaluation and approval template, as presented;
8. approve the introduction of the Educational Integrity Decision-Making and Penalty Guidelines 2018;
9. approve the amendment of the Student Placement and Project Policy 2015 and the introduction of the Higher Degree by Research Internships Procedures 2018;
10. approve the amendment of the Student Recognition Awards Policy 2016;
11. receive and recommend to Senate the Annual Report of Student Misconduct 2017; and

ITEMS FOR DECISION

7.1 Outbound Student Mobility Policy 2018

It is proposed to introduce the Outbound Student Mobility Policy 2018 to provide a framework for student mobility experiences.

7.2 GOFUS Rule Amendment

It is proposed to amend the University of Sydney (Governance of Faculties and University Schools) Rule 2016 to simplify the process of approving award course changes at the faculty level.

7.3 Learning and Teaching Policy 2015

It is proposed to amend the Learning and Teaching Policy 2015 to call for the provision of unit if study outlines for 1000- and 5000-level units of study two weeks before the commencement of semester.

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

It is proposed to amend the University of Sydney (Higher Degree by Research) Rule 2011 to require students to complete their candidature in a shorter time, as well as clarifying English language requirements for HDR students.
Non-Confidential

7.5 **Admissions / Coursework Policy Changes**

This proposal clarifies and ensures consistency of English language requirements for undergraduate and postgraduate students.

7.6 **Higher Degree by Research Coursework Implementation Model**

This proposal provides a framework requiring completion of coursework by all HDR students during candidature, managed via the Annual Progress Review process.

7.7 **Continuing and Extra-Curricular Education Procedures 2018**

This proposal seeks approval for the introduction of Procedures to accompany the *Continuing and Extra-Curricular Education Policy 2017*.

7.8 **Educational Integrity Decision-Making and Penalty Guidelines 2018**

It is proposed to introduce Guidelines to enable consistent decision-making regarding Educational Integrity.

7.9 **Student Placement and Project Policy 2015**

To provide a framework for HDR internships, it is proposed to amend the *Student Placement and Project Policy 2015* and introduce *Higher Degree by Research Internships Procedures 2018*.

7.10 **RTP Scholarships Policy 2018**

At its 2 October 2018 meeting, the Academic Board approved the introduction of the *Research Training Program Scholarships Policy 2018*. The introduction of this policy necessitates the amendment of the existing *Student Recognition Awards Policy 2016*, as detailed in the current proposal.

7.11 **Annual Report of Student Misconduct 2017**

This report is presented in fulfilment of the reporting requirement of clause 76(3) of the *University of Sydney By-Law 1999 (as amended)* and clause 8.4 of the *University of Sydney (Student Discipline) Rule 2016*.

7.12 **Annual Report of Student Appeals Body 2017**

This report is presented in fulfilment of the annual reporting requirement of clause 7.5 of the *University of Sydney (Student Appeals Against Academic Decision) Rule 2006 (as amended)*.

**ITEMS FOR NOTING**

The Committee also:
- noted the report of the Academic Board meeting held on 2 October 2018;
- discussed a Universities Australia paper on Respectful Research Supervisory Relationships and agreed that the Deputy Vice-Chancellor (Education) would develop appropriate amendments to policy to that our commitment to these principles is supported; and
- noted the Academic Board’s approval of the *Research Training Program Scholarships Policy 2018*.

Full agenda papers and unconfirmed minutes are available from the Academic Standards and Policy Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/academic-standards/2018/20181106-ASPC-Agenda-Pack.pdf

Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
RECOMMENDATION

That the Academic Board endorse the proposed Outbound Student Mobility Policy 2018 for adoption by the Deputy Vice-Chancellor (Education).

EXECUTIVE SUMMARY

Outbound student mobility is a key pillar of the University of Sydney’s Strategic Plan 2016-2020. Pursuant to the Strategic Plan, USYD is committed to developing a distinctive educational experience that encourages students to take advantage of mobility experiences as an integral part of their study. Initiative 3 of Strategy 4 of the Strategic Plan issues an ambitious challenge: by 2020, 50% of our students should undertake a mobility experience prior to graduation (the “50:20 target”). The 50:20 Target has been set because the benefits of mobility experiences in terms of learning outcomes and the development of graduate attributes are clear and convincing.

A report published by the International Education Association of Australia (IEAA) titled *Outcomes of Learning Abroad Programs* (Potts, May 2016) documents the findings of several studies indicating that students who engage in student mobility experiences develop the following competencies as graduates: adaptability, initiative, assertiveness, persistence, problem-solving ability, analytical competencies, cultural competence, ability to manage uncertainty, communication skills and an ability to work with people from different cultural backgrounds. Many of these qualities overlap with the graduate attributes USYD will deliver in its unique transformed undergraduate education, to ensure USYD graduates have the skills, knowledge and values to lead in a rapidly changing world.

The proposed Outbound Student Mobility Policy 2018 is aimed at ensuring that the growth in outbound student mobility over the coming years is appropriately underpinned and supported by University-level policy.

The Outbound Student Mobility Policy will establish key principles and operational requirements around outbound student mobility with application to the following areas:

(a) minimum eligibility requirements;
(b) assessment of applications for exchange mobility;
(c) the application of mobility credit;
(d) the establishment and operation of a mobility credit precedent database;
(e) the establishment and operation of a University of Sydney global travel registry; and
(f) roles and responsibilities in relation to global mobility.

The Proposal for the Policy was signed by Professor Philippa Pattison, Deputy Vice-Chancellor (Education) on 20 March 2018 and was approved for development by Richard Fisher, General Counsel, on 7 May 2018.
The draft Policy has been the subject of extensive consultation (see details in the “Consultation” section below).

ISSUES

The key provisions and issues of the draft Policy are outlined below.

| Clauses 8(1), 8(2) and 8(3) – Eligibility requirements | The draft Policy provides that all USYD students who have a WAM of at least 50 and who are meeting the progression requirements of their course are eligible to undertake exchange mobility or non-exchange mobility for which mobility credit may be awarded. Additional requirements may be imposed by the host institution (see (a) and (b) below).

As outlined above, the benefits of mobility experiences are clearly understood. The 50:20 target is aimed at maximizing these opportunities, while the 50WAM threshold ensures that all students who are successfully progressing in their degree can access these transformational experiences, as part of their University of Sydney education. Note also that in 2019, the University increased its mobility scholarships budget to $2M, to improve access to mobility programs. Research into the field of student mobility confirms that students from across the academic spectrum benefit from undertaking a period of academic-related mobility. The research does not support the proposition that mobility programs are only of benefit to high achieving students.

At present, 24.7% of our students possess a WAM in the range of 50-64 and are deemed successfully progressing, but are not encouraged or supported to participate in outbound mobility. Lowering the eligibility threshold to a 50WAM for students who are successfully progressing will provide access to a further 3,991 students to pursue global opportunities.

The proposal to establish a 50WAM threshold for credit-bearing global mobility has not received broad support as part of the consultation process, although many respondents focussed solely on exchange mobility. Whilst some respondents would support a lowering of the threshold to a WAM of 60 or 55, there are concerns that too low a threshold would allow participation of a new cohort of students who would be better served by remaining at USYD for the duration of their course. This would allow such students to maintain access to the support mechanisms in place at USYD (academic and otherwise).

However, in support of a 50 WAM threshold, it is worth considering:

(a) Many of our top ranked host institutions will impose a higher grade eligibility requirement for exchange mobility, ensuring reputational risk concerns can be eliminated;

(b) Faculty-specific mobility programs (such as the Con, SCA, Law and CEMS-specific exchanges) have host partners who impose higher grade requirements or require specific pre-requisites, consistent with clause 8(c) allowing faculties to appropriately manage reputational risk;

(c) There is significant competition for popular exchange places, meaning that in order to be nominated, USYD students will very often need a higher WAM than the published minimum eligibility criteria (in practice, there will be little risk that USYD would undermine our relationship with top partners who impose higher grade requirements, instead USYD would only nominate students with a 50 WAM to select host institutions who are happy to accept them);

(d) Sydney Global Mobility will curate a stable of exchange partners whose eligibility criteria currently accept students with lower WAMs (this list will include smaller institutions who are well placed to support this student cohort academically);

(e) At present, any student (irrespective of their WAM) can undertake non-exchange mobility, without conditional credit approval, and seek recognition of
credit on their return to USYD. Consequently, what benefit is there in imposing a higher than 50WAM requirement in the Policy?

(f) It is anticipated that lowering the eligibility threshold to 50WAM will see greater participation rates in short-term exchange mobility and non-exchange mobility opportunities during the University break periods, as most short-term programs will accept students with a 50WAM. The new 6-week mid-year break commencing in 2019 will provide a longer gap that better aligns with established summer schools in the Northern Hemisphere, significantly growing the number of program opportunities students can access. Undertaking short-term exchange mobility and non-exchange mobility opportunities in the break periods enables students to gain the benefits of a mobility experience, and helps students stay on track with their degree.

Clauses 8(1)(b)(iv) and 8(2)(a)(iii)
Following feedback from the Academic Standards and Policy Committee, the words “not be the subject of any current disciplinary proceedings under the University of Sydney (Student Discipline) Rule 2016” have been removed from the eligibility requirements. This issue will be addressed in the context of the upcoming review of the University of Sydney (Student Discipline) Rule 2016.

Clauses 9 and 10 - Application Requirements
The Policy wording has been refreshed to reflect the same responsibilities outlined in earlier consultation drafts. However, the sequencing has been removed to allow for procedural improvements to be implemented. Degree checks for short-term non-exchange mobility was initially omitted from the draft Policy, assuming students could...
self-manage that step, and reduce the administrative workload on Faculty Services. However, there was strong feedback from Faculties and Faculty Services seeking its inclusion to provide students with clear advice and remove downstream enrolment issues, so that clause has been added into the Policy.

**Clause 12(8) - Mobility credit precedent database**
The Policy will prompt the creation and maintenance of a database of conditional credit approval decisions. The precedent database will record all decisions made about mobility credit in the preceding three-year period and unless notified by the relevant delegate that a particular decision is not to be taken as a precedent, Faculty Services may decide to award conditional credit approval on the basis of decisions recorded in the database.

**Clause 12(11) - Mobility Credit**
The Policy has been amended to formalise sound current practise, that while grades achieved from global mobility will not be included in the calculation of a student’s WAM, units of study undertaken overseas can be counted towards a student’s major or minor.

**Clause 13 – Enrolment Requirements**
The Draft policy received overwhelming support to allow student enrolment on semester exchange to sit within the range of 18-30 credit points. The Policy will now reflect that the relevant Associate Dean, in consultation with the Director, Compliance and Student Affairs, can permit enrolment variance for exchange mobility. There are student visa enrolment and ESOS implications that need consideration when an international student seeks to vary their exchange enrolment. Accordingly, the Policy confirms that the Director, Compliance and Student Affairs, can provide advice to the relevant Associate Dean on ESOS related requirements for student visa holders and the University’s obligations under the ESOS Framework.

**Clause 14 – Withdrawing from or deferring global mobility**
Following feedback from consultation, the Policy will now include a statement that if a student who withdraws from global mobility also withdraws from a related University of Sydney unit of study, the USYD academic calendar will apply for the purposes of determining relevant deadlines and time limits, including those relating to fees and grades.

**Clause 16 - Student Mobility Travel Register**
The Policy will formalise the establishment of a Student Mobility Travel Register. All students undertaking global mobility will be required to record details of their overseas travel on the register prior to their departure. University-wide Audit and Risk measures are currently being explored to ensure USYD is equipped to support the growing numbers of students on mobility experiences and to respond to critical incident matters. The development of the Travel Register, as a source of truth, is the first step in that plan. In time, the establishment of the Travel Register will also reduce the burden on Faculties to maintain and collect student mobility data, as the Travel Register should be able to provide the required reports for the annual mobility audit.

**Clause 18 - Roles and responsibilities**
The Policy will formalise the key roles and responsibilities in relation to student mobility and contains explicit language around the roles of relevant Associate Deans in relation to decisions around mobility credit, and enrolment requirements for exchange mobility.

**Procedures document**
The Policy refers to a related procedures document. The intention is to produce and formalise such a document upon adoption of the Policy by the Deputy Vice-Chancellor (Education).

**CONSULTATION**
The draft Policy has been the subject of extensive consultation. Feedback has been sought and received from across the Faculties and Schools, and well as from Faculty Services and residential colleges. The draft Policy has also been tabled for feedback in the committees listed below.

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RECOMMENDATION

That the Academic Board recommend to Senate the proposed changes to the University of Sydney (Governance of Faculties and University Schools) Rule 2016, with effect from 1 January 2019.

EXECUTIVE SUMMARY

The University of Sydney (Governance of Faculties and University Schools) Rule 2016 (GOFUS Rule) requires faculty and University school boards to approve all units of study, curriculum components and degrees. This has created very large faculty and University school agendas, creating challenges in ensuring they are scrutinised with due diligence and at the right organisational level, and has also created problems with approval timelines.

This proposal makes one or more (up to three) standing committees responsible for making recommendations about curriculum proposals to faculty and University school boards. Standing committees will be nominated by faculties or University schools and are likely to use existing committee structures, with members appointed on the basis of their relevant expertise. The standing committee(s) will forward their recommendations to members of faculty and University school boards as soon as practicable, so that, where the members of the faculty and University school boards so choose, the proposal can be forwarded to the Academic Board or Board of Interdisciplinary Studies without waiting until the next scheduled board meeting. Faculty and University school boards will retain the authority to endorse or amend proposals before recommendation to the Academic Board, Board of Interdisciplinary Studies and their committees. They may choose to do so in a physical meeting or, for matters requiring no further scrutiny or discussion, by circulation.

This change will facilitate proper scrutiny of creation, variation and deletion of units of study, curriculum components and degrees by the appropriate committee, and proper high-level oversight by the faculty or University school board while easing approval timelines.

BACKGROUND

The GOFUS Rule was created in 2016 to provide appropriate governance in the context of the new faculty structure approved by Senate at the end of 2015. It required faculty and University school boards to approve all units of study, curriculum components and degrees, which placed a large burden on those boards in the context of comprehensive curriculum renewal. As a result, meeting agendas became very large, creating considerable challenges to ensure that all proposals received appropriate scrutiny. The approval timelines were also lengthened and sometimes required the scheduling of faculty and University school boards at awkward times to meet approval deadlines.

An amendment requiring the creation of a Unit of Study Approval Committee in each faculty and University school was presented to the Academic Board on 6 March 2018 but was withdrawn to allow further consideration of individual faculty process.
A modified version of that proposal is presented here, taking account of the new structure of the Faculty of Medicine and Health. The proposed amendment creates new sections for faculty boards and University school boards (3.8A and 6.8A respectively), Standing committees responsible for curriculum approvals.

This change gives curriculum approval authority to one or more (up to three) standing committees nominated by faculties or University schools. A faculty or University school board may nominate a single committee such as its Education or Programs committee for this purpose, or it may allocate the work to two or three committees, such as an Undergraduate Committee, a Postgraduate Committee and a Research Education or Higher Degree by Research Committee. Given ongoing reform of committee structure within faculties and University schools, the proposal does not mandate particular committees for this purpose. Rather, faculties and University schools will be asked to nominate the relevant committees responsible for curriculum approval and will be able to amend their designated approval committees in line with ongoing reform without changing the GOFUS Rule itself.

Within the proposal, Faculty and University school boards retain the authority to endorse or amend curriculum decisions by circulation or at a physical meeting before recommendation to the Academic Board, Board of Interdisciplinary Studies or their committees.

Provision is also made for attendance at relevant standing committees by representatives of faculty or University schools offering units into a degree administered by another faculty.

**CONSULTATION**

Faculty stakeholders, the Office of the General Counsel and the Sydney Operating Model team were consulted about the approach proposed in this paper. It was also endorsed by the Academic Standards and Policy Committee endorsed on 6 November 2018 and feedback noted. It will be considered by University Executive on 29 November 2018 and the Senate on 7 December 2018.

**IMPLEMENTATION**

This change is proposed to take effect from January 1, 2019.

**ATTACHMENTS**

Attachment 1 – Amendments to the *University of Sydney (Governance of Faculties and University Schools) Rule 2016*
UNIVERSITY OF SYDNEY (GOVERNANCE OF FACULTIES AND UNIVERSITY SCHOOLS) RULE 2016

The Senate, as the governing authority of the University of Sydney, by resolution adopts the following Rule under subsection 37(1) of the University of Sydney Act 1989 (as amended) for the purposes of the University of Sydney By-law 1999.

Adopted on: 12 December 2016
Amended on: 5 July 2017
Amended on: 14 July 2017 (administrative amendment only)
24 March 2018
Effective from: 1 January 2017
12 July 2017
30 April 2018

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PART 1 - PRELIMINARY

1.1 Name of Rule
This is the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

1.2 Commencement
This Rule commences on 1 January 2017.

1.3 Application
This Rule applies to all faculties, University schools and the Board of Interdisciplinary Studies.

1.4 Statement of intent
(1) This Rule stipulates the requirements for operational governance within faculties, University schools and the Board of Interdisciplinary Studies.
(2) This Rule binds:
(a) Executive Deans, Deans, Heads of School, Heads of Clinical School, and Head of School and Deans (University schools);

(b) Deputy Executive Deans, Deputy Deans, Deputy Head of School and Deputy Deans (University schools), Associate Deans;

(c) all members of faculty, school and University school committees, including faculty boards, University school boards, executive committees, leadership groups, sub-committees, working parties and advisory committees; and

(d) all members of the Board of Interdisciplinary Studies.

1.5 Interpretation

(1) In this Rule:

**academic affairs** means the teaching and research activities of a faculty or University school, including award courses, honours, higher degrees by research, quality improvement and educational integrity.

**academic staff member** means a person who:

- has been employed by the University as a member of its academic staff, other than as a casual member; or
- is an affiliate who holds an approved leadership position and who is not a member of the University’s professional staff.

**administrative, strategic and operational affairs** means financial, human resources, fundraising, marketing, communications and other activities relating to the administration and operation of a faculty or University school.

**affiliate** has the meaning given in the *Code of Conduct – Staff and Affiliates*, which at the date of this Rule is:

- clinical title holders; adjunct, conjoint and honorary appointees; consultants and contractors to the University; holders of offices in University entities, members of Boards of University Foundations, members of University Committees; and any other persons appointed or engaged by the University to perform duties or functions on its behalf.

**allocated position** means a position allocated to be filled by a member of a particular group, as provided in sections 3.4, 3.7(3), 3.7(5), 4.4(2), 6.4 and 6.7(2).

**approved leadership position** means a position designated as such by the Provost.

**award course** means a course approved by the Academic Board and endorsed by the Senate on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate.
Board of Interdisciplinary Studies means the board of that name established by, and with the responsibilities and functions specified in, Part 8 of this Rule.

Centre for Continuing Education has the meaning given in the Continuing and Extra-curricular Education Policy 2017, which at the date of this Rule is:

the unit of that name within the portfolio of the Provost and Deputy Vice-Chancellor.

Clinical school means a clinical school in the Faculty of Medicine and Health, established consistently with Part 5 of this Rule.

Continuing education has the meaning given in the Continuing and Extra-curricular Education Policy 2017, which at the date of this Rule is:

any formal or informal learning, which is not part of a course of study for a qualification approved by the Academic Board. This includes but is not limited to:

- continuing professional development courses
- corporate training courses
- executive education courses
- open courses
- pathway courses
- personal interest courses
- professional development courses
- staff development and support courses
- continuing education courses offered together with other providers

Core Associate Dean means an Associate Dean whose area of accountability corresponds to a committee of the University Executive. At the date of this Rule these are:

- Associate Dean (Research)
- Associate Dean (Research Education)
- Associate Dean (Education)
- Associate Dean (Indigenous Strategy and Services)
- Associate Dean (Student Life)

Dalyell Stream means the stream for high achieving students, specified in the relevant award course resolutions and governed by the Board of Interdisciplinary Studies.

day means calendar day.

Dean means the Dean of the relevant faculty.

Deputy Dean means the Deputy Dean of a faculty.
Deputy Executive Dean means a Deputy Executive Dean of the Faculty of Medicine and Health.

discipline means an intellectual community within a faculty, responsible for curriculum development and research endeavour within an internationally recognised field of inquiry. In this Rule, this term does not refer to sub-units within schools, even if named or described as disciplines.

Executive Committee means an executive committee established by either a Dean or a Head of School and Dean (University school) in accordance with section 3.11 or 6.11 of this Rule, to deal with administrative, strategic and operational matters.

Executive Dean means the Executive Dean of the Faculty of Medicine and Health.

Executive Dean’s Committee means an executive committee established by an Executive Dean in accordance with section 3.11 of this Rule, to deal with administrative, strategic and operational matters.

extra-curricular education has the meaning given in the Continuing and Extra-curricular Education Policy 2017, which at the date of this Rule is:

- education provided to students of the University which is not an approved component of an award course (whether credit-bearing or given a zero-credit point weighting). This includes but is not limited to:
  - student support courses
  - compliance courses.

Faculty means a faculty constituted in accordance with this Rule.

faculty board means a board established in accordance with section 3.7 of this Rule, to address academic matters.

Head of Clinical School means the head of a clinical school in the Faculty of Medicine and Health.

Head of School means the head of a school within a faculty, including a Head of School and Dean.

Head of School and Dean (University school) means a Head of School and Dean of a University school.

interdisciplinary means involving more than one faculty or University school.

Leadership Group means a group established by an Executive Dean, Dean, or Head of School and Dean (University school), in accordance with section 3.14 or 6.14 of this Rule.

Liberal Studies bachelor degree has the meaning given to it in the Coursework Policy 2014, which at the date of this Rule is:
means a degree of study at bachelor level of three years
duration (or part-time equivalent) that provides students
with a broad multi-disciplinary education that develops
disciplinary expertise and graduate qualities.

**Open Learning Environment** has the meaning given to it in the *Coursework Policy 2014*,
which at the date of this Rule is:

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

**professional staff member** means a person who has been employed by the University as a
member of its professional staff, and who is not a member of
the University’s academic staff.

**program** has the meaning given to it in the *Coursework Policy 2014*,
which at the date of this Rule is:

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

**Returning Officer** means the Secretary to Senate, or their nominee.

**School** means a school within a faculty established and constituted in
accordance with this Rule.

**school manager** means a person formally appointed to that position in a school
within a faculty.

**Shared Pool** has the meaning given to it in the *Learning and Teaching Policy 2015*,
which at the date of this Rule is:

- the list of majors, minors and units of study (including
  units in the open learning environment or Sydney
  Research Seminars) that are available to students
  enrolled in all Liberal Studies Bachelor degrees
  (including combined degrees with the Bachelor of
  Advanced Studies).

**significant component of an award course** means any of a stream, program, major, minor, degree core or
capstone experience.

**student** means a person who is currently admitted to candidature in an
award course of the University.
temporary staff member means an academic staff member or a professional staff member who has been employed by the University in a fixed term or contract position, but not a casual position.

Note: Not all temporary staff members are eligible to vote in faculty board elections or to become members of a faculty board or a University school board. See sections 3.7(3), 3.7(4), 6.7(1) and 9.6(2).

University Executive means the committee of that name, which comprises members of the University’s senior leadership team.

University school means a University school that is not within a faculty and is constituted in accordance with Part 6 of this Rule.

University school board means a board established in accordance with section 6.7 of this Rule, to address academic matters.

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

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

(4) A reference to a rule (other than this Rule) or policy is a reference to the rule or policy as amended or replaced by the University from time to time.

PART 2 - ESTABLISHMENT OF FACULTIES AND UNIVERSITY SCHOOLS

2.1 Application

This Part applies to all:

(a) faculties; and

(b) University schools.

2.2 Establishment of faculties

(1) There will be the following faculties, however named:

(a) the Faculty of Arts and Social Sciences;

(b) the Faculty of Business;

(c) the Faculty of Engineering and Information Technologies;

(d) the Faculty of Health Sciences;

(e) the Faculty of Medicine and Health; and

(f) the Faculty of Science.
(2) The Faculty of Health Sciences will, on a future date to be determined by the Vice-Chancellor, be consolidated into the Faculty of Medicine and Health.

2.3 Establishment of University schools

There will be the following University schools, however named:

(a) The University of Sydney School of Architecture, Design and Planning;
(b) The Sydney Conservatorium of Music; and
(c) The University of Sydney Law School.

PART 3 - FACULTIES

3.1 Application

This Part applies to:

(a) the Faculty of Arts and Social Sciences;
(b) the Faculty of Business;
(c) the Faculty of Engineering and Information Technologies;
(d) the Faculty of Health Sciences;
(e) the Faculty of Medicine and Health; and
(f) the Faculty of Science.

3.2 Faculty leadership

(1) The Faculty of Medicine and Health will have:

(a) an Executive Dean; and
(b) up to three Deputy Executive Deans.

(2) Each other faculty will have:

(a) a Dean; and
(b) up to two Deputy Deans.

(3) Every faculty will have:

(a) a number of core Associate Deans, each aligned with one of the portfolio committees of the University Executive and with responsibilities outlined in the terms of reference for that committee; and
(b) a Faculty General Manager.

(4) Each faculty may have one or more non-core Associate Deans, as approved by the Provost on the recommendation of the Executive Dean or Dean.

(5) Faculties may create faculty leadership positions other than those prescribed in subsections (1) to (4), with the approval of the Provost.
3.3 Faculty governance

(1) The academic affairs of each faculty will be governed by:
   (a) the faculty;
   (b) the faculty board; and
   (c) sub-committees, working parties and advisory committees established by
      the faculty board in accordance with subsection 3.8(6).

(2) The administrative, strategic and operational affairs of each faculty will
    be governed by:
   (a) the Executive Dean’s or Dean’s Executive Committee; and
   (b) the Leadership Group.

3.4 Membership of faculties

(1) Each faculty will comprise:
   (a) all full time and part time permanent and temporary members of the
       academic and professional staff of the faculty; and
   (b) at least 10 members elected by the students of the faculty in accordance
       with this Rule.

(2) The faculty board will allocate a specified number of elected student positions for
    each of the following groups:
   (a) undergraduate students;
   (b) postgraduate coursework students; and
   (c) higher degree by research students.

3.5 Responsibilities and functions of faculties

(1) The faculty will receive and consider reports on academic matters from the faculty
    board at least once per semester.

(2) The faculty may make such recommendations to the faculty board as it thinks fit,
    about the affairs and concerns of the faculty.

3.6 Faculty meetings

(1) The Executive Dean or Dean, or their nominee, will convene and chair a meeting of
    the faculty at least once per semester.

(2) The Executive Dean or Dean, or their nominee, will convene and chair such other
    meetings of the faculty as they consider necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Provost; or
   (c) faculty board.
(3) The Executive Dean or Dean or their nominee will, at least two weeks before the date fixed for the holding of a faculty meeting, give notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.
   (a) A full agenda should be circulated at least one week before the meeting.

(4) The lesser of any 40 members of the faculty, or one eighth of the membership (calculated to the nearest whole number), will constitute a quorum for the transaction of business at a faculty meeting.

(5) No business may be transacted at a meeting of the faculty unless a quorum is present.

(6) Affiliates may attend faculty meetings, but only those holding approved leadership positions may vote.

(7) A recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(8) Every member will have one vote on a show of hands and on a poll.

(9) A recommendation will be carried if a majority of the votes cast on the recommendation are in favour of it.

(10) If the number of votes is equal, the Chair will have the casting vote.

(11) A meeting of the faculty may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

### 3.7 Membership of faculty boards

(1) Each faculty board will comprise:
   (a) the ex-officio members:
      (i) the Executive Dean or Dean, or their nominee, who will perform the role of Chair;
      (ii) the Deputy Executive Deans or Deputy Deans;
      (iii) the Associate Deans;
      (iv) the Heads of School (where applicable);
      (v) the Heads of Clinical School (where applicable);
      (vi) the Heads of Disciplines (where applicable);
      (vii) the Faculty General Manager;
      (viii) subject to the approval of the Executive Dean or Dean, all School Managers;
      (ix) the Provost or their nominee;
   (b) the elected academic staff members;
   (c) the elected professional staff members; and
   (d) the elected student members.

(2) The Executive Dean or Dean may decide whether to have all or no School Managers as ex officio members of the faculty board. It is not permitted to have only some School Managers serve in this capacity.
(3) The total number of elected academic staff members must be no fewer than 25 individuals, and no more than the number equivalent to 20% of the faculty’s full-time equivalent academic staff.

(a) In faculties containing schools, clinical schools or disciplines, the faculty board will allocate a specified number of elected academic staff positions to each school, clinical school or discipline, provided that there must be at least one elected academic staff member position per school, clinical school or discipline.

(b) Elected academic staff members will be elected by the permanent and eligible temporary academic staff members of the faculty in accordance with this Rule.

Note: See section 9.6(2) in relation to temporary staff voting entitlements. Temporary staff members are only eligible to vote for or become members of a faculty board if they hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract still has to run), as at the date on which notice of the election is given.

(4) There will be seven professional staff members elected by the full-time and part-time permanent and eligible temporary members of the professional staff of the faculty in accordance with this Rule.

Note: See section 9.6(2) in relation to temporary staff voting entitlements. Temporary staff members are only eligible to vote for or become members of a faculty board if they hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract still has to run), as at the date on which notice of the election is given.

(5) There will be at least four and no more than eight student members of the faculty board elected in accordance with this Rule.

(a) Individuals elected as student members may also be members of the faculty.

(b) The faculty board will allocate a specified number of elected student positions for each of the following groups:

   (i) undergraduate students;

   (ii) postgraduate coursework students; and

   (iii) higher degree by research students.

3.8 Responsibilities and functions of the faculty board

(1) Subject to the requirements of applicable University rules, policies and procedures, the faculty board will oversee the academic affairs of the faculty.

(2) A reference in rules, policies or procedures to a decision of a faculty is a reference to a decision of the faculty board, unless otherwise specified.

(3) The faculty board will exercise its responsibilities and functions subject to:

   (a) the authority of the Senate and the Academic Board; and

   (b) the Act, the By-law, and relevant rules, policies and procedures.

(4) The faculty board will:

   (a) make recommendations to the Academic Board on proposals for new award courses;
(b) make recommendations to the Academic Board on revisions to award courses;

(c) make resolutions for the coursework award courses offered by the faculty including, as appropriate:
   (i) admission;
   (ii) enrolment restrictions;
   (iii) time limits;
   (iv) suspension, discontinuation and lapse of candidature;
   (v) recognition of prior learning;
   (vi) attendance;
   (vii) cross-institutional study;
   (viii) international exchange;
   (ix) assessment;
   (x) late submission of assessments;
   (xi) satisfactory progress;
   (xii) admission to honours; and
   (xiii) the award of honours and the levels at which honours is awarded;

(d) make resolutions for each degree, diploma and certificate offered by the faculty including, as appropriate:
   (i) admission;
   (ii) attendance;
   (iii) majors;
   (iv) recognition of prior learning;
   (v) progression;
   (vi) requirements for the award;
   (vii) requirements for the award of honours;
   (viii) award of the degree; and
   (ix) award of honours;

(e) monitor and maintain quality, standards and excellence in education and research;

(f) report to the faculty at least once per semester;

(g) consider and report to the faculty on recommendations made by the faculty;

(h) report to the Academic Board at least once per year on quality and educational integrity standards; and

(i) consider and report on all matters referred to it by the Senate, the Vice-Chancellor or the Academic Board.

(5) The faculty board may, of its own motion, report to the Academic Board on all matters relating to research, studies, lectures, examinations, degrees, diplomas and certificates offered by the faculty.
(6) In addition to the standing committee responsible for curriculum approvals required by section 3.8A, the faculty board may establish sub-committees, working parties and advisory committees to:

(a) facilitate the conduct of its business; and

(b) make recommendations, on matters other than curriculum approvals, to the faculty board for decision.

(7) Except for a standing committee responsible for curriculum approvals, a sub-committee, working party or advisory committee established in accordance with subsection (6) must not make decisions on behalf of the faculty board.

3.8A Standing committees responsible for curriculum approvals

(1) Each faculty must have at least one standing committee with responsibility for making recommendations, on behalf of the faculty board, in relation to approval of units of study, curriculum components and award courses.

Note: See subclauses 3.8(4) (a), (b) and (c).

(2) A faculty may have up to three such committees, respectively with responsibility for any of:

(a) undergraduate coursework;

(b) postgraduate coursework; or

(c) higher degrees by research.

(3) These committees will make recommendations about:

(a) the addition, variation and deletion of:

(i) units of study;

(ii) curriculum components; and

(iii) award courses delivered by the faculty;

(b) the addition and deletion of:

(i) units of study; and

(ii) curriculum components within the award courses for which the faculty is responsible, but which are delivered by another faculty or University school; and

(c) will report these recommendations to the faculty board.

(4) The committees will:

(a) be chaired by the relevant Associate Dean, or their nominee; and

(b) consist of members appointed on the basis of their relevant expertise.

(5) Members of these committees need not themselves be members of the faculty board.

(6) Where a faculty or University school ("the delivering faculty or University school") delivers units of study as part of an award course administered by another faculty...
or University school ("the owning faculty or University school"), the delivering faculty or University school may nominate up to two representatives, who may:

(a) attend and speak at relevant meetings of the committee responsible for curriculum approvals of the owning faculty or University school; and

(b) vote at such meetings on matters relating to the relevant units of study.

(7) The decisions of a committee responsible for curriculum approvals must be reported as soon as practicable to all members of the faculty board.

(8) The recommendations of a committee responsible for curriculum approvals must be endorsed by the faculty board before being forwarded to the Academic Board, Board of Interdisciplinary Studies or any committee of either.

(a) The faculty board may consider the recommendations at a physical meeting, or by circulation.

3.9 Faculty board meetings

(1) The Executive Dean or Dean, or their nominee, will convene and chair a meeting of the faculty board at least twice a year.

(2) The Executive Dean or Dean, or their nominee, will convene and chair such other faculty board meetings as they consider necessary or as required by the:

(a) Vice-Chancellor;

(b) Provost; or

(c) faculty.

(3) The Executive Dean or Dean or their nominee will, at least two weeks before the date fixed for the holding of a faculty board meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.

(a) A full agenda should be circulated at least one week before the meeting.

(4) Fifty per cent of members will constitute a quorum for the transaction of business at a faculty board meeting.

(5) Where a faculty or University school ("the delivering faculty or University school") delivers a program on behalf of another faculty or University school ("the owning faculty or University school"), the delivering faculty or University school may nominate up to five representatives who may:

(a) attend and speak at relevant board meetings of the owning faculty or University school; and

(b) vote at such meetings on matters relating to the relevant program.

(6) No business may be transacted at a faculty board meeting unless a quorum is present.

(7) A faculty board meeting may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate. A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(8) Every member will have one vote on a show of hands and on a poll.
(9) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(10) If the number of votes is equal, the Chair will have the casting vote.

(11) The faculty board may make decisions by circulation:

(a) about recommendations of a committee responsible for curriculum approvals; or

(b) in exceptional circumstances (as determined by the Chair, the Vice-Chancellor or the Provost), the faculty board may make decisions by circulation.

(11)(12) The Chair may determine the appropriate processes for decision by circulation, provided that:

(a) any item of business for decision by circulation must be circulated to all members of the faculty board; and

(b) no resolution or recommendation may be approved by circulation unless the majority of the required quorum for the transaction of business is in favour of it.

3.10 Membership of the Executive Dean’s or Dean’s Executive Committee

The Executive Dean or Dean will appoint members to their Committee or Executive Committee.

3.11 Responsibilities and functions of the Executive Dean’s or Dean’s Executive Committee

The Executive Dean’s or Dean’s Executive Committee will advise the Executive Dean or Dean on the administrative, strategic and operational affairs of the faculty.

3.12 Meetings of the Executive Dean’s or Dean’s Executive Committee

The Executive Dean or Dean, or their nominee, will convene and chair meetings of their Committee or Executive Committee as required.

3.13 Membership of the Leadership Group

(1) The Executive Dean or Dean will appoint members to the Leadership Group, in consultation with the Provost.

(2) The Leadership Group should include:

(a) Deputy Executive Deans or Deputy Deans;

(b) Associate Deans;

(c) Heads of School (where applicable);

(d) Heads of Clinical Schools (where applicable);
(e) Heads of Discipline (where applicable);
(f) heads of central units, as appropriate; and
(g) the Faculty General Manager.

3.14 Responsibilities and functions of the Leadership Group

The Leadership Group will collaborate and provide strategic advice to the Executive Dean’s or Dean’s Executive Committee.

3.15 Meetings of the Leadership Group

The Executive Dean or Dean, or their nominee, will convene and chair meetings of the Leadership Group as required.

PART 4 – SCHOOLS (WITHIN A FACULTY)

4.1 Application

(1) This Part applies to any school within:
   (a) the Faculty of Arts and Social Sciences;
   (b) the Faculty of Business;
   (c) the Faculty of Engineering and Information Technologies;
   (d) the Faculty of Health Sciences;
   (e) the Faculty of Medicine and Health, except for a clinical school; and
   (f) the Faculty of Science.
(2) This part does not apply to clinical schools in the Faculty of Medicine and Health.

4.2 Establishment of schools

Schools will be established by the Vice-Chancellor, on the recommendation of the Provost.

4.3 School leadership

(1) Each school will have:
   (a) a Head of School; and
   (b) a School Manager.
(2) Each school may also have a Deputy Head.
(3) Schools may create leadership positions other than those prescribed in subsections (1) and (2) with the approval of the Provost, and Executive Dean or Dean.

4.4 Membership of schools

(1) Each school will comprise:
   (a) all full time and part time permanent and temporary members of the academic and professional staff of the school; and
   (b) between four and six student members selected in a manner to be determined by the Head of School.

(2) The Head of School will allocate at least one of the student member positions for each of the following groups.
   (a) undergraduate students;
   (b) postgraduate coursework students; and
   (c) higher degree by research students.

(3) Students being supervised by a member of the school or taking units of study administered by the school are eligible for selection.

(4) Student members may also be members of the faculty or faculty board, or both.

(5) The Head of School will report at least once every two years to the faculty on the processes that have been adopted for the selection of student members of the school.

4.5 Responsibilities and functions of schools

(1) Schools operate under the supervision of a Head of School and are part of a faculty.

(2) Schools will exercise their responsibilities and functions subject to:
   (a) the authority of the Senate, the Academic Board and the relevant faculty; and
   (b) the Act, the By-law, and relevant rules, policies and procedures.

(3) Schools will:
   (a) encourage and facilitate teaching, scholarship and research; and
   (b) coordinate the teaching and examination duties of staff; for the units of study and award courses that they oversee.

(4) Schools may establish sub-committees, working parties and advisory committees to facilitate the conduct of their business.

4.6 School meetings

(1) The Head of School or their nominee will convene and chair a meeting of the school at least twice a year.
(2) The Head of School or their nominee will convene and chair such other meetings of the school as they consider necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Provost; or
   (c) the Executive Dean or Dean.

(3) The Head of School or their nominee will, at least two weeks before the date fixed for the holding of a school meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.
   (a) A full agenda should be circulated at least one week before the meeting.

(4) The lesser of any 20 members of the school, or one eighth of the membership of the school (calculated to the nearest whole number) will constitute a quorum for the transaction of business at a school meeting.

(5) Affiliates may attend school meetings, but only those who hold approved leadership positions may vote.

(6) No business may be transacted at a school meeting unless a quorum is present.

(7) A meeting of a school may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(8) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(9) Every member will have one vote on a show of hands and on a poll.

(10) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(11) If the number of votes is equal, the Chair will have the casting vote.

PART 5 – CLINICAL SCHOOLS

5.1 Application
This Part applies to all clinical schools.

5.2 Establishment of clinical schools
Clinical schools will be established by the Vice-Chancellor on the recommendation of the Provost.

5.3 Clinical school leadership
(1) Each clinical school will have a Head of Clinical School.
(2) A clinical school may also have one or more Deputy Heads, with the approval of each of the Provost, the Executive Dean and the Deputy Executive Dean (Health and Community).
(3) Clinical schools may create leadership positions other than those prescribed in subsections (1) and (2), with the approval of each of the Provost, the Executive Dean and the Deputy Executive Dean (Health and Community).

5.4 Responsibilities and functions of clinical schools

(1) Clinical schools operate under the supervision of a Head of Clinical School and are part of the Faculty of Medicine and Health.

(2) Clinical schools will exercise their responsibilities and functions subject to:
   (a) the authority of the Senate, the Academic Board and the Faculty of Medicine and Health; and
   (b) the Act, the By-law, and relevant rules, policies and procedures.

5.5 Governance of clinical schools

The internal governance structures and processes of each clinical school will be determined by the relevant Head of Clinical School, after consultation with the Executive Dean and the Deputy Executive Dean (Health and Community).

PART 6 – UNIVERSITY SCHOOLS

6.1 Application

This Part applies to all University schools.

6.2 University school leadership

(1) Each University school will have:
   (a) a Head of School and Dean;
   (b) up to two Deputy Head of School and Deputy Deans;
   (c) a number of core Associate Deans, each aligned with one of the portfolio committees of the University Executive and with responsibilities outlined in the terms of reference for that committee; and
   (d) a School General Manager.

(2) Each University school may have one or more non-core Associate Deans, as approved by the Provost on the recommendation of the Head of School and Dean.

(3) University schools may create leadership positions other than those prescribed in subsections (1) and (2) with the approval of the Provost.

6.3 University school governance

(1) The academic affairs of each University school will be governed by:
(a) the University school;  
(b) the University school board; and  
(c) sub-committees, working parties and advisory committees established by the University school in accordance with subsection 6.8(6).

(2) The administrative, strategic and operational affairs of each University school will be governed by:  
(a) the Head of School and Dean’s Executive Committee; and  
(b) the Leadership Group.

6.4 Membership of University schools

(1) Each University school will comprise:  
(a) all full time and part time permanent and temporary members of the academic and professional staff of the University school; and  
(b) at least four student members elected by the students of the University school in accordance with this Rule.

(2) The University school board will allocate a specified number of elected student positions for each of the following groups.  
(a) undergraduate students;  
(b) postgraduate coursework students; and  
(c) higher degree by research students.

6.5 Responsibilities and functions of University schools

(1) The University school will receive and consider reports on academic matters from the University school board at least once per semester.  
(2) The University school may make such recommendations to the University school board as it thinks fit, in respect of the affairs and concerns of the University school.

6.6 University school meetings

(1) The Head of School and Dean or their nominee will convene and chair a University school meeting at least once per semester.  
(2) The Head of School and Dean or their nominee will convene and chair such other meetings of the University school as they consider necessary or as required by the:  
(a) Vice-Chancellor;  
(b) Provost; or  
(c) University school board.  
(3) The Head of School and Dean or their nominee will, at least two weeks before the date fixed for the holding of a University school meeting, give notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.
(a) A full agenda should be circulated at least one week before the meeting.

(4) The lesser of any 20 members of the University school, or one eighth of the membership (calculated to the nearest whole number), will constitute a quorum for the transaction of business at a University school meeting.

(5) No business may be transacted at a meeting of the University school unless a quorum is present.

(6) A recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(7) Every member will have one vote on a show of hands and on a poll.

(8) Affiliates may attend University school meetings, but only those who hold approved leadership positions may vote.

(9) A recommendation will be carried if a majority of the votes cast on the recommendation are in favour of it.

(10) If the number of votes is equal, the Chair will have the casting vote.

6.7 Membership of University school boards

(1) Each University school board will comprise:

   (a) the ex-officio members:
       (i) the Head of School and Dean or their nominee, who will perform the role of Chair;
       (ii) the Deputy Head of School and Deputy Deans;
       (iii) the Associate Deans;
       (iv) the School General Manager;
       (v) the Provost or their nominee;

   (b) all full-time and part-time permanent members of the academic staff of the University school;

   (c) all full-time and part-time temporary members of the academic staff of the University school who hold a current employment contract with the University with a term of two years or longer (regardless of the amount of time the contract still has to run);

   (d) between one and four permanent or temporary members of the professional staff of the University school, who will be appointed by the Head of School and Dean, provided that:
       (i) any temporary member of the professional staff appointed to the University school board must, at the date of appointment, hold a current employment contract with the University with a term of two years or longer (regardless of the amount of time the contract still has to run);

   (e) between two and five elected student members, who may also be members of the University school.

(2) The University school board will allocate a specified number of elected student positions for each of the following groups:
(a) undergraduate students;
(b) postgraduate coursework students; and
(c) higher degree by research students.

(3) Student members will be elected by the students of the University school in accordance with this Rule

6.8 Responsibilities and functions of University school boards

(1) The University school board will oversee the academic affairs of the University school.

(2) A reference in rules, policies or procedures to a decision of a University school is a reference to a decision of the University school board, unless otherwise specified.

(3) The University school board will exercise its responsibilities and functions subject to:

(a) the authority of the Senate and the Academic Board; and
(b) the Act, the By-law, and relevant rules, policies and procedures.

(4) Subject to the requirements of applicable University rules, policies and procedures, the University school board will:

(a) make recommendations to the Academic Board on proposals for new award courses;
(b) make recommendations to the Academic Board on revisions to award courses;
(c) make resolutions for the coursework award courses offered by the University school including, as appropriate:
   (i) admission;
   (ii) enrolment restrictions;
   (iii) time limits;
   (iv) suspension, discontinuation and lapse of candidature;
   (v) recognition of prior learning;
   (vi) attendance;
   (vii) cross-institutional study;
   (viii) international exchange;
   (ix) assessment;
   (x) late submission of assessments;
   (xi) satisfactory progress;
   (xii) admission to honours; and
   (xiii) the award of honours and the levels at which honours is awarded;
(d) make resolutions for each degree, diploma and certificate offered by the University school including, as appropriate:
   (i) admission;
(ii) attendance;
(iii) majors;
(iv) recognition of prior learning;
(v) progression;
(vi) requirements for the award;
(vii) requirements for the award of honours;
(viii) award of the degree; and
(ix) award of honours;

(e) monitor and maintain quality, standards and excellence in education and research;
(f) report to the University school at least once per semester;
(g) consider and report to the University school on recommendations made by the University school;
(h) report to the Academic Board at least once per year on quality and educational integrity standards; and
(i) consider and report on all matters referred to it by the Vice-Chancellor, the Provost or the Academic Board.

(5) The University school board may, of its own motion, report to the Academic Board on all matters relating to research, studies, lectures, examinations, degrees, diplomas and certificates offered by the University school.

(6) In addition to the standing committee responsible for curriculum approvals required by section 6.8A, the University school board may establish sub-committees, working parties and advisory committees to:
(a) facilitate the conduct of its business; and
(b) make recommendations, on matters other than curriculum approvals, to the University school board for decision.

(7) Except for a standing committee responsible for curriculum approvals, a sub-committee, working party or advisory committee established in accordance with subsection (6) must not make decisions on behalf of the University school board.

6.8A Standing committees responsible for curriculum approvals

(1) Each University school must have at least one standing committee with responsibility for making recommendations, on behalf of the University school board, in relation to approval of units of study, curriculum components and award courses.

Note: See subclauses 6.8(4) (a), (b) and (c).

(2) A University school may have up to three such committees, respectively with responsibility for any of:
(a) undergraduate coursework;
(b) postgraduate coursework; or
(c) higher degrees by research.
(3) These committees will make recommendations about:
   (a) the addition, variation and deletion of:
       (i) units of study;
       (ii) curriculum components; and
       (iii) award courses;
       delivered by the University school;
   (b) the addition and deletion of:
       (i) units of study; and
       (ii) curriculum components
       within the award courses for which the University school is responsible, but
       which are delivered by another faculty or University school.

(4) The committees will:
   (a) be chaired by the relevant Associate Dean, or their nominee; and
   (b) consist of members appointed on the basis of their relevant expertise.

(5) Members of these committees need not themselves be members of the University
school board.

(6) Where a faculty or University school ("the delivering faculty or University school")
delivers units of study as part of an award course administered by another faculty
or University school ("the owning faculty or University school"), the delivering
faculty or University school may nominate up to two representatives, who may:
   (a) attend and speak at relevant meetings of the committee responsible for
       curriculum approvals of the owning faculty or University school; and
   (b) vote at such meetings on matters relating to the relevant units of study.

(7) The decisions of a committee responsible for curriculum approvals must be
reported as soon as practicable to all members of the University school board.

(8) The recommendations of a committee responsible for curriculum approvals must
be endorsed by the University school board before being forwarded to the
Academic Board, the Board of Interdisciplinary Studies or any committee of either:
   (a) The University school board’s may consider the recommendations at a
       physical meeting, or by circulation.

6.9 University school board meetings

(1) The Head of School and Dean, or their nominee, will convene and chair a meeting
of the University school board at least twice a year.

(2) The Head of School and Dean, or their nominee, will convene and chair such other
meetings of the University school board as they consider necessary or as required
by the:
   (a) Vice-Chancellor; or
   (b) Provost.
(3) The Head of School and Dean or their nominee will, at least two weeks before the date fixed for the holding of a University school board meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.

(a) A full agenda should be circulated at least one week before the meeting.

(4) The lesser of any 20 members of the University school board, or one eighth of the membership (calculated to the nearest whole number) will constitute a quorum for the transaction of business at a University school board meeting.

(5) Where a faculty or University school (“the delivering faculty or University school”) delivers a program on behalf of another faculty or University school (“the owning faculty or University school”), the delivering faculty or University school may nominate up to five representatives who may:

(a) attend and speak at relevant board meetings of the owning faculty or University school; and

(b) vote at such meetings on matters relating to the relevant program.

(6) No business may be transacted at a meeting of a University school board unless a quorum is present.

(7) A meeting of the University school board may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(8) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(9) Every member will have one vote on a show of hands and on a poll.

(10) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(11) If the number of votes is equal, the Chair will have the casting vote.

(12) The University school board may make decisions by circulation:

(a) about recommendations of a committee responsible for curriculum approvals; or

(b) in exceptional circumstances (as determined by the Chair, the Vice-Chancellor or the Provost), the University school board may make decisions by circulation.

(13) The Chair may determine the appropriate processes for decision by circulation, provided that:

(a) any item of business for decision by circulation must be circulated to all members of the University school board; and

(b) no resolution or recommendation may be approved by circulation unless the majority of the required quorum for the transaction of business is in favour of it.

6.10 Membership of the Head of School and Dean’s Executive Committee

The Head of School and Dean will appoint members to the Executive Committee.
6.11 Responsibilities and functions of the Head of School and Dean’s Executive Committee

The Head of School and Dean’s Executive Committee will advise the Head of School and Dean on the administrative, strategic and operational affairs of the University school.

6.12 Meetings of the Head of School and Dean’s Executive Committee

The Head of School and Dean or their nominee will convene and chair meetings of the Executive Committee as required.

6.13 Membership of the Leadership Group

(1) The Head of School and Dean will appoint members to the Leadership Group, in consultation with the Provost.

(2) The Leadership Group should include:
   (a) the Deputy Head of School and Deputy Deans;
   (b) Associate Deans;
   (c) heads of central units, as appropriate; and
   (d) the School General Manager.

6.14 Responsibilities and functions of the Leadership Group

The leadership group will collaborate and provide strategic advice to the Head of School and Dean’s Executive Committee.

6.15 Meetings of the Leadership Group

The Head of School and Dean or their nominee will convene and chair meetings of the Leadership Group as required.

PART 7 – RESPONSIBILITIES AND FUNCTIONS

7.1 Introduction

(1) This part sets out the specific responsibilities and functions of academic leaders.

(2) All academic leaders must exercise these responsibilities and functions with particular attention to:
   (a) responsibilities relating to the safety and wellbeing of people in their academic units, beyond management of the work health and safety framework;
(b) acting as exemplars of University culture; and
(c) responsibilities relating to securing compliance with the University’s statutory and other legal obligations, as far as these matters may be under their control.

7.2 Responsibilities and functions of the Executive Dean

(1) The Executive Dean may, with the approval of the Provost, establish disciplines or departments to operate within the faculty.

(2) The Executive Dean will be responsible for strategic leadership and planning, including:

(a) planning, setting and communicating the vision of the faculty;
(b) leading and demonstrating the values of the faculty, particularly in relation to culture and people, and enabling the desired culture;
(c) with input from the Leadership Group, setting, communicating and achieving the overarching faculty strategic plans and goals, especially in a health and community environment;
(d) overseeing the development and implementation of school strategies to align with the faculty and University strategies and, as appropriate, health partners’ strategies;
(e) leading the Leadership Group;
(f) participating in whole-of-University decision-making, and having input into the University strategic plan and governance, and communicating these to faculty staff;
(g) implementing the agreed faculty governance framework;
(h) managing key stakeholders and communications to relevant University entities and within the broader health sector, particularly the Local Health Districts, other health and community partners and government; and
(i) monitoring and maintaining quality, standards and excellence in education and research in clinical practice.

(3) The Executive Dean will be responsible for academic leadership including:

(a) aligning strategic curriculum design with the faculty mission and distinctiveness;
(b) recognising and supporting the essential relationships between the University and its external health partners in the delivery of education programs, research and clinical practice;
(c) pursuing and managing strategically aligned funding and grants opportunities;
(d) developing and promoting a quality research strategy that attracts and retains excellence in researchers and research students, and which supports excellence in health and clinical practice; and
(e) overseeing the faculty’s research profile, including reporting requirements.

(4) The Executive Dean will be responsible for financial management, including:
(a) overseeing and having final responsibility for proposing (subject to review by the University Budget Review Team), and controlling budget expenditure;
(b) leading development of the financial strategy and framework for the faculty;
(c) with the Leadership Group, being accountable for the efficient operations of schools, clinical schools and internal centres and institutes; and
(d) with the relevant Deputy Executive Deans, ensuring financial collaboration with external health partners as appropriate.

(5) The Executive Dean will be responsible for operational management, including:
(a) being accountable for all aspects of faculty operations;
(b) providing support to Heads of School and Heads of Clinical School to ensure that they have appropriate resources and established processes to implement efficient operations, particularly in the external environment that interfaces with the faculty’s health and community partners and other health providers;
(c) as appropriate, ensuring coherence and consistency of operational frameworks:
   (i) within the faculty, including between the faculty and its schools and clinical schools;
   (ii) between the faculty and other faculties and University schools; and
   (iii) where possible, with the faculty’s health and community partners and other external health providers;
(d) overseeing school and clinical school resource management, including ensuring consistency of systems, processes and procedures.

(6) The Executive Dean will be responsible for people leadership and management, including:
(a) providing strong people leadership and management to all staff, including culture, mission, workforce planning, workload allocation and compliance;
(b) developing strategies to attract, engage and retain outstanding talent and for integrating University-wide workforce strategies and initiatives into the faculty;
(c) determining accountabilities and responsibilities within the Leadership Group to ensure effective leadership at both the faculty and school level;
(d) mentoring and supporting direct reports to instil similar leadership and management guidance for staff across the faculty;
(e) strategically overseeing talent management including recruitment, monitoring, promotion, performance management, retention and remuneration; and
(f) managing the performance and development targets for all direct reports.

(7) The Executive Dean will be responsible for community engagement including:
(a) identifying development opportunities;
(b) ensuring and enabling a coherent philanthropic fundraising strategy;
(c) engaging with the profession or sector on a large scale, particularly at the global level;
(d) enabling processes and systems to support delivery;
(e) enabling deep engagement with leaders in Local Health Districts, private hospitals and other health and community settings, and industry more broadly;
(f) overseeing ongoing successful engagement with accreditation, professional bodies and with the profession or sector; and
(g) overseeing continuing and deep engagement with the alumni community.

(8) The Executive Dean will be responsible for risk management, including:
(a) identifying and managing relevant risks;
(b) establishing contingency plans to support the ongoing supply of critical resources needed to maintain business-as-usual activity and service delivery to the University;
(c) ensuring and verifying that there are appropriate resources and processes in place to achieve work health and safety compliance;
(d) ensuring the risks specific to hospital, health, clinical and other placement settings are identified and monitored, and appropriate risk mitigation strategies implemented; and
(e) ensuring compliance with the University’s work health and safety management system and, where applicable, health partner requirements, policies and procedures.

7.3 Responsibilities and functions of Deans

(1) Deans may, with the approval of the Provost, establish disciplines or departments to operate within the faculty.

(2) Deans will be responsible for strategic leadership and planning, including:
(a) planning, setting and communicating the vision of the faculty;
(b) leading and demonstrating the values of the faculty, particularly in relation to culture and people, and enabling the desired culture;
(c) with input from the Leadership Group, setting, communicating and achieving the overarching faculty strategic plan and goals;
(d) leading the Leadership Group;
(e) participating in whole-of-University decision making;
(f) having input into the University’s strategic plan and governance and communicating these to faculty staff;
(g) implementing the agreed faculty governance framework;
(h) managing key stakeholders and communications to relevant University entities; and
(i) monitoring and maintaining quality, standards and excellence in education and research.

(3) Deans will be responsible for academic leadership, including:
(a) aligning strategic curriculum design with the faculty mission and distinctiveness;
(b) pursuing and managing strategically aligned funding and grants opportunities;

(c) developing and promoting a quality research strategy that attracts and retains excellence in researchers and research students; and

(d) overseeing the faculty’s research profile, including reporting requirements.

(4) Deans will be responsible for financial management, including:

(a) overseeing, and having final responsibility for proposing (subject to University Budget Review Team Review) and controlling budget expenditure;

(b) leading development of the financial strategy and framework for the faculty; and

(c) with the Leadership Group, being accountable for the efficient operations of schools and internal centres and institutes.

(5) Deans will be responsible for operational management, including:

(a) being accountable for all aspects of faculty operations;

(b) providing support to Heads of School to ensure that they have appropriate resources and established processes to implement efficient operations;

(c) as appropriate, ensuring and overseeing coherence and consistency of operational frameworks within and between other faculties and University schools; and

(d) overseeing school resource management, including ensuring consistency of systems, processes and practices.

(6) Deans will be responsible for people leadership and management, including:

(a) providing strong people leadership and management to all staff, including culture, mission, workforce planning, work load allocation and compliance;

(b) developing strategies to attract, engage and retain outstanding talent and for integrating University-wide workforce strategies and initiatives into the faculty;

(c) determining accountabilities and responsibilities within the Leadership Group to ensure effective leadership at both the faculty and school level;

(d) mentoring and supporting direct reports to instil leadership and management guidance and support for staff across the faculty;

(e) strategically overseeing talent management including recruitment, monitoring, promotion, performance management, retention and remuneration; and

(f) managing the performance and development targets of all direct reports.

(7) Deans will be responsible for external community engagement, including:

(a) identifying development opportunities;

(b) ensuring and enabling a coherent fundraising strategy;

(c) engaging externally with the profession or sector on a large scale, particularly at the global level;

(d) enabling processes and systems to support delivery;
(e) overseeing ongoing successful engagement with accreditation and professional bodies, and with the profession or sector; and

(f) overseeing continuing and deep engagement with the alumni community.

(8) Deans will be responsible for risk management, including:

(a) identifying and managing relevant risks;

(b) establishing contingency plans to support the ongoing supply of critical resources for maintaining business-as-usual activity and service delivery to the University;

(c) ensuring and verifying that there are appropriate resources and processes in place to achieve work health and safety compliance; and

(d) ensuring compliance with the University’s work health and safety management system.

Note: See Work Health and Safety Policy 2016.

7.4 Responsibilities and functions of Deputy Executive Deans and Deputy Deans

(1) The relevant Executive Dean or Dean will determine the full scope of responsibilities for Deputy Executive Deans or Deputy Deans reporting to them, in addition to responsibilities and functions specified in this Rule.

(2) Deputy Executive Deans and Deputy Deans will contribute to strategic leadership and planning by:

(a) serving as members of the Leadership Group;

(b) contributing to the development and implementation of the overall faculty strategy;

(c) performing the role of the Executive Dean or Dean when that person is absent;

(d) in some circumstances, participating in whole-of-University decision-making, through the same fora as Heads of School;

(e) having input into, and communicating to staff, the University strategic plan and governance; and

(f) in some circumstances, monitoring and maintaining quality, standards and excellence in education and research.

(3) Deputy Executive Deans and Deputy Deans will contribute to academic leadership by providing strategic input into the academic management of the faculty.

(4) Deputy Executive Deans and Deputy Deans will contribute to financial management by:

(a) serving as members of the Leadership Group;

(b) contributing to the development of the faculty budget and financial strategy; and

(c) providing input into management of financial matters for the faculty.

(5) Deputy Executive Deans and Deputy Deans will contribute to operational management by:
(a) providing strategic input into the operational management of the faculty; and
(b) as appropriate, ensuring coherence and consistency of operational frameworks within and between faculties.

(6) Deputy Executive Deans and Deputy Deans will contribute to people leadership and management as appropriate within the faculty.

(7) Deputy Executive Deans and Deputy Deans will contribute to external community engagement, consistently with the faculty strategy and their position accountabilities.

(8) Deputy Executive Deans and Deputy Deans will contribute to risk management as directed by the Executive Dean or Dean, consistently with their position accountabilities.

7.5 Responsibilities and functions of Heads of School

(1) Heads of School will contribute to strategic leadership and planning by:

(a) serving as a member of the Leadership Group;
(b) contributing to the development of the overall faculty strategy;
(c) developing and deploying research and education strategies at school level in line with faculty strategy;
(d) ensuring, on behalf of the faculty, that requirements for monitoring, reporting and compliance with national standards of professional practice, regulation and course accreditation, are met;
(e) planning and leading curriculum design and delivery;
(f) participating in faculty committees as appropriate;
(g) leading any school leadership team;
(h) participating in, and communicating to school staff, whole-of-University decision making, at school level; and
(i) monitoring and maintaining quality, standards and excellence in education, research, policy and professional practice.

(2) Heads of School will contribute to academic leadership by:

(a) being responsible for curriculum (learning and teaching), design and delivery;
(b) for professional schools, ensuring accreditation standards are maintained;
(c) where appropriate, developing the clinical practice framework;
(d) providing leadership in all academic fields of endeavour of the school;
(e) ensuring the faculty education, research and research education strategies are resourced and achieved at school level;
(f) managing talent at the school level within priorities, processes and strategies set by the faculty; and
(g) liaising with the relevant Associate Deans in relation to delivery of strategies.

(3) Heads of School will contribute to financial management by:

(a) serving as a member of the Leadership Group;
(b) contributing to the development of the overall faculty budget and financial strategy;

(c) implementing the faculty financial strategy at the school level;

(d) being accountable for financial management of the school and for achieving financial targets; and

(e) making decisions at the school level.

(4) Heads of School will contribute to operational management by:

(a) ensuring that there are appropriate resources and University-consistent processes for effective operational management in the school;

(b) ensuring financial, procurement, student, research and teaching policies and procedures are implemented, understood and complied with across the school;

(c) managing resources appropriately, including ensuring consistency of systems, processes and practices; and

(d) ensuring coherence and consistency of operational processes within the faculty.

(5) Heads of School will contribute to people leadership and management by:

(a) attracting and recruiting outstanding talent and making appointment decisions for the school, within the overall faculty strategy;

(b) determining whether there is a need to appoint a Deputy Head and, if required, establishing the position requirements;

(c) providing leadership through mentoring and nurturing of talent and ensuring staff development opportunities (professional and academic) are part of the school culture;

(d) being responsible for performance management and development targets for all direct reports and affiliates (jointly with partner organisations where appropriate) including:

   (i) performance review;
   (ii) coaching; and
   (iii) feedback for professional development;

(e) promoting and leading strategies designed to ensure an inclusive workplace; and

(f) implementing workforce planning, recruitment and resources strategies to ensure that the school’s future staffing needs are met.

(6) Heads of School will contribute to external community engagement by:

(a) supporting the Executive Dean or Dean in implementing external engagement strategies;

(b) identifying strategic opportunities within external communities;

(c) for professional schools, ensuring deep engagement with accreditation, professional bodies, industry and the sector; and

(d) together with the Executive Dean or Dean and the Leadership Group, ensuring continuing and deep engagement with the alumni community.
(7) Heads of School will contribute to risk management by:
   (a) identifying and managing relevant risks;
   (b) ensuring and verifying that appropriate resources and processes are in place to achieve work health and safety compliance; and
   (c) ensuring compliance with the University’s work health and safety management system.

   Note: See Work Health and Safety Policy 2016.

7.6 Responsibilities and functions of Heads of Clinical School

(1) Heads of Clinical School will contribute to strategic leadership and planning by:
   (a) serving as a member of the Leadership Group;
   (b) contributing to the development of the overall faculty strategy;
   (c) developing and deploying strategies within the clinical school which are consistent with faculty strategy and, as appropriate, with health partner and community strategies;
   (d) planning and leading delivery of curriculum and research initiatives in the clinical school, together with schools as appropriate;
   (e) participating in faculty committees as appropriate;
   (f) monitoring and maintaining quality, standards and excellence in education, research, and health and clinical practice and training.

(2) Heads of Clinical School will contribute to academic leadership by:
   (a) being responsible for curriculum (learning and teaching) delivery in the clinical school;
   (b) being responsible for delivery of the clinical practice framework and complex clinical examination requirements as necessary;
   (c) being responsible for delivery of programs according to accreditation standards;
   (d) providing leadership in all academic fields of endeavour in the clinical school;
   (e) ensuring the faculty education, research and research education strategies are resourced and achieved at the clinical school level;
   (f) being responsible for talent management at the clinical school level:
      (i) within the priorities, processes and strategies set by the faculty and schools, as appropriate; and
      (ii) in the context of the faculty’s health and community partners; and
   (g) liaising with faculty Associate Deans in relation to delivery of relevant strategies.

(3) Heads of Clinical School will contribute to financial management by:
   (a) serving as a member of the Leadership Group;
   (b) implementing the faculty financial strategy at the clinical school level;
(c) being accountable for financial management of the clinical school and for achieving financial targets; and
(d) making decisions at the clinical school level.

(4) Heads of Clinical School will contribute to operational management by:
(a) ensuring that there are appropriate resources and effective, University-consistent processes, including within the health and clinical environment where applicable;
(b) ensuring that policies and procedures are implemented, understood and complied with in the clinical school, including in relation to:
   (i) financial matters;
   (ii) research;
   (iii) clinical activities; and
   (iv) teaching;
(c) managing resources appropriately (with regard to both University and health partner requirements), including ensuring consistency of systems, processes and practices;
(d) ensuring that clinical school’s operational processes are coherent, internally consistent and consistent with those of the faculty.

(5) Heads of Clinical School will contribute to people leadership and management by:
(a) attracting and recruiting outstanding talent and making appointment decisions for the clinical school, in partnership with schools and consistently with the overall faculty strategy;
(b) determining whether there is a need to appoint a Deputy Head, and if so establishing the position requirements at a local level;
(c) being responsible for performance management and development targets for all direct reports and affiliates (jointly with partner organisations where appropriate), including:
   (i) performance review;
   (ii) coaching; and
   (iii) feedback for professional development;
(d) promoting and leading strategies designed to ensure an inclusive workplace; and
(e) implementing workforce planning, recruitment and resources strategies to ensure that the clinical school’s future staffing needs are met.

(6) Heads of Clinical School will contribute to external community engagement by:
(a) supporting the Executive Dean and other members of the Leadership Group in implementing external engagement strategies;
(b) identifying strategic opportunities with external communities;
(c) developing and maintaining ongoing essential relationships with Local Health Districts, health partners, other health and clinical settings and local communities;
(d) managing industry engagement and partnerships in a clinical setting including with Local Health Districts, medical research institutes, and broader health and community settings; and
(e) together with the Executive Dean and the Leadership Group, ensuring continuing and deep engagement with the alumni community.

(7) Heads of Clinical School will contribute to risk management by:

(a) identifying and managing relevant risks;
(b) ensuring and verifying that appropriate resources and processes are in place to achieve work health and safety compliance;
(c) ensuring that risks in hospital, health and clinical settings are identified and monitored, and that appropriate risk mitigation strategies are implemented;
(d) managing University work health and safety compliance and requirements and, where applicable, health partner requirements.

7.7 Responsibilities and functions of Head of School and Deans of University schools

(1) Head of School and Deans will contribute to strategic leadership and planning by:

(a) planning, setting and communicating the vision of the University school;
(b) leading and living the values of the University school, particularly in relation to culture and people, and enabling the desired culture;
(c) with input from the Leadership Group, setting, communicating and achieving the University school strategic plan and goals aligned with overall University strategies;
(d) leading the Leadership Group;
(e) planning and leading curriculum initiatives and delivery;
(f) participating in, and communicating to University school staff, whole-of-University decision-making, at the University school level; and
(g) monitoring and maintaining quality, standards and excellence in education and research.

(2) Head of School and Deans will contribute to academic leadership by:

(a) aligning strategic curriculum design with the University school mission;
(b) pursuing and managing strategically aligned funding and grants opportunities;
(c) developing and promoting a quality research strategy that attracts and retains excellence in researchers and research students;
(d) overseeing the research profile, including reporting requirements;
(e) managing curriculum (teaching and learning) delivery;
(f) for professional University schools, ensuring accreditation standards are maintained;
(g) providing leadership in all academic fields of endeavour of the University school;
(h) ensuring the University school’s research strategy is resourced and achieved;
(i) managing talent, including recruitment, monitoring, promotion, performance management, retention and remuneration; and
(j) liaising with the Deputy Vice-Chancellor portfolios in relation to delivery of relevant strategies.

(3) Head of School and Deans will contribute to financial management by:
   (a) proposing and controlling budget expenditure;
   (b) leading development of the financial strategy and framework for the University school;
   (c) with the Leadership Group, ensuring that the University school is working as efficiently as possible; and
   (d) being accountable for financial management of the University school and for achieving financial targets.

(4) Head of School and Deans will contribute to operational management by:
   (a) working with the Leadership Group to oversee and manage all aspects of the University school’s operations;
   (b) ensuring there are appropriate resources and University-consistent processes for effective operational management;
   (c) ensuring financial, procurement, student, research and teaching policies and procedures are implemented, understood and complied with across the University school;
   (d) managing resources appropriately, including ensuring consistency of systems, processes and practices usage and application; and
   (e) ensuring coherence and consistency of operational processes with other faculties and University schools.

(5) Head of School and Deans will contribute to people leadership and management by:
   (a) establishing the position requirements for the Deputy Head of School and Deputy Dean;
   (b) providing people leadership and management to all staff, including culture, mission, workforce planning, workload allocation and compliance;
   (c) developing strategies to attract and retain outstanding talent and integrating University-wide workforce strategies into the University school;
   (d) making appointment decisions for the University school;
   (e) managing staff performance and development targets for all direct reports, including:
      (i) performance reviews;
      (ii) coaching and feedback;
   (f) promoting and leading strategies designed to ensure an inclusive workplace.

(6) Head of School and Deans will contribute to external community engagement by:
(a) identifying development opportunities;
(b) ensuring and enabling a coherent fundraising strategy;
(c) promoting external engagement with the profession or sector, particularly at the global level;
(d) enabling processes and systems to support delivery;
(e) ensuring deep engagement with accreditation and professional bodies, industry and the relevant professional sector; and
(f) ensuring continuing and deep engagement with the alumni community.

(7) Head of School and Deans will be responsible for risk management, including:
(a) identifying and managing relevant risks;
(b) establishing contingency plans to support the ongoing supply of critical resources needed to maintain business-as-usual activity and service delivery to the University;
(c) ensuring and verifying that appropriate resources and processes are in place to achieve work health and safety compliance; and
(d) ensuring compliance with the University work health and safety management system.

Note: See Work Health and Safety Policy 2016.

7.8 Responsibilities and functions of Associate Deans

(1) Associate Deans will contribute to strategic leadership and planning by:
(a) contributing to planning, setting, communicating and achieving the faculty or University school strategic plan and goals, aligned with overall University strategies;
(b) providing a strategic conduit and feedback loop between the faculty or University school and its portfolio-aligned Deputy Vice-Chancellor and University Executive committee;
(c) working to harness ideas and activities to support the academic distinctiveness of the faculty or University school;
(d) ensuring consistency with central portfolio services;
(e) modelling and leading with behaviours that enable a culture where people, diverse ideas and collaboration are valued and thrive; and
(f) monitoring and maintaining quality, standards and excellence in education and research.

(2) Associate Deans will contribute to academic leadership by:
(a) leading the implementation, relevant to their portfolio, of agreed strategies across all academic units with the faculty or University school, in the context of its academic distinctiveness;
(b) contributing to the development and promotion of quality research and teaching strategies and practices that will attract and retain excellent researchers and research students;
(c) participating in decisions on behalf of the faculty or University school at their respective University Executive committee;

(d) consulting across all academic units within the faculty or University school to provide feedback at the University Executive committee level prior to decision making, and then communicating within and across the faculty or University school to ensure effective implementation and delivery;

(e) communicating and managing interdependencies with other Associate Dean positions within the faculty or University school, to ensure opportunities and efficiencies are identified and leveraged in strategies, operational processes, communication and promotion practices; and

(f) implementing University policy in relation to their portfolio.

(3) Associate Deans will contribute to financial management by:

(a) contributing to the establishment of the faculty’s or University school’s strategic financial goals and operational financial management practices to contribute to financial sustainability; and

(b) working as part of the academic and operational leadership team to ensure efficiency and effectiveness of financial management practices.

(4) Associate Deans will contribute to operational management by:

(a) supporting the smooth operation of the faculty or University school;

(b) identifying portfolio related infrastructure requirements and resourcing needs; and

(c) meeting governance and compliance requirements in relation to their portfolio.

(5) Associate Deans will contribute to people leadership and management by:

(a) contributing to people leadership practices and processes to deliver a positive working culture in which people can develop their best potential and helping deliver the faculty or University school’s strategies and goals; and

(b) contributing to people management and engagement practices to support a workplace culture in which diversity of thought and contribution, collaboration, excellence and achieving outcomes are encouraged, enabled and valued.

(6) Associate Deans will contribute to external community engagement by:

(a) contributing in the relevant area of expertise to the faculty or University school’s strategies in relation to alumni, fundraising, and community and industry engagement being cohesive and aligned with overall University strategies;

(b) identifying strategic opportunities within external communities, so that the faculty or University school has a strong and effective external engagement profile at the national and global level; and

(c) managing external accreditation processes as relevant to the portfolio.
PART 8 – BOARD OF INTERDISCIPLINARY STUDIES

8.1 Application

This Part applies to all:

(a) faculties; and
(b) University schools

8.2 Membership of Board of Interdisciplinary Studies

(1) There will be a Board of Interdisciplinary Studies.

(2) The Board of Interdisciplinary Studies will consist of:

(a) the Provost and Deputy Vice-Chancellor or their nominee, who will perform the role of Chair;
(b) the Deputy Vice-Chancellor (Education) or their nominee;
(c) the Executive Dean, Deans, Head of School and Deans, or their nominees, of faculties and University schools that offer Liberal Studies degrees;
(d) the Executive Dean, Deans, Head of School and Deans, or their nominees, of two other faculties or University schools that offer majors, minors or units of study in the Bachelor of Advanced Studies;
(e) the course coordinators of the cross-faculty and University school degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies;
(f) the directors or their nominees of the:
   (i) Charles Perkins Centre;
   (ii) China Studies Centre; and
   (iii) Sydney Southeast Asia Centre;
(g) the Director of the Centre for Continuing Education;
(h) the Head of the Open Learning Environment;
(i) not more than two students enrolled in interdisciplinary degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies, who are appointed by the Academic Board on the nomination of the Chair of the Academic Board in consultation with student members of the Academic Board and the relevant student organisations; and
(j) co-opted members appointed by resolution of the Board of Interdisciplinary Studies.

(3) The members appointed in accordance with subsections (2)(d), (2)(i) and (2)(j) will hold office for a period of two years from 1 January of the year following their appointment.

(4) Members will be eligible for reappointment.

(5) A person will cease to be a member if they cease to hold the title or qualifications in respect of which they were eligible to be a member.
(6) If a vacancy occurs in the office of a member appointed in accordance with subsections (2)(d), (2)(i) and (2)(j):
   (a) the vacancy may be filled in the same manner as the appointment; and
   (b) the person appointed to fill the vacancy will hold office for the balance of the term of the person being replaced.

(7) The members of the Board of Interdisciplinary Studies may elect a Deputy Chair from among its members.

(8) The Deputy Chair will assume the powers and duties of the Chair if the Provost is absent or unable to perform the role.

8.3 Board of Interdisciplinary Studies meetings

(1) The Chair or their nominee will convene a meeting of the Board of Interdisciplinary Studies at least twice per year.

(2) The Chair or their nominee will convene such other meetings of the Board of Interdisciplinary Studies as they consider necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Academic Board; or
   (c) Senate.

(3) The Chair or their nominee will, at least two weeks before the date fixed for the holding of a meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.
   (a) A full agenda should be circulated at least one week before the meeting.

(4) Six members will constitute a quorum for the transaction of business at a meeting.

(5) No business may be transacted at a meeting unless a quorum is present.

(6) A meeting may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(7) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(8) Every member will have one vote on a show of hands and on a poll.

(9) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(10) If the number of votes is equal, the Chair will have the casting vote.

8.4 Responsibilities and functions of the Board of Interdisciplinary Studies

(1) The Board of Interdisciplinary Studies will exercise its responsibilities and functions subject to:
   (a) the authority of the Senate and the Academic Board; and
   (b) the Act, the By-law, and relevant rules, policies and procedures.
(2) The Board of Interdisciplinary Studies will provide interdisciplinary supervision of the award of the interdisciplinary qualifications listed in the resolutions of Senate relating to degrees, diplomas and certificates of the Board of Interdisciplinary Studies, and will:

(a) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in those interdisciplinary degrees, diplomas and certificates;

(b) ensure that:
   (i) appointment of supervisors and examiners of higher degree by research candidatures;
   (ii) course and candidature management; and
   (iii) student support and advice;
   are appropriately provided consistently with the applicable course resolutions and University policy and procedures;

(c) make recommendations to the Academic Board on matters relating to the interdisciplinary degrees, diplomas and certificates; and

(d) consider and report on all matters referred to it by Senate, the Academic Board or Vice-Chancellor.

(3) In relation to the Shared Pool, Dalyell Stream, Open Learning Environment, Bachelor of Advanced Studies and the Master of Advanced Studies, the Board of Interdisciplinary Studies will:

(a) recommend to the Academic Board resolutions for the Bachelor of Advanced Studies and Master of Advanced Studies degrees;

(b) recommend to the Academic Board resolutions for combined degrees with the Bachelor of Advanced Studies and Master of Advanced Studies;

(c) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in the Bachelor of Advanced Studies and Master of Advanced Studies by augmenting the faculty and University school based supervision of their constituent academic components wherever interdisciplinary consideration is required;

(d) approve, on the advice of the relevant faculty or University school and subject to relevant policy, the listing as available for credit of elective units of study, majors and minors for the Shared Pool, the Dalyell Stream, the Bachelor of Advanced Studies, and specialisations in the Master of Advanced Studies;

(e) approve the listing of units of study in the Open Learning Environment;

(f) provide academic oversight for the quality and outcomes of the teaching, curriculum and assessment of units offered via the Open Learning Environment;

(g) ensure that appropriate course and candidature management, student support and advice is provided to students enrolled in the degree, through the office of the relevant faculty or University school or academic units; and

(h) make recommendations to the Academic Board on:
   (i) the curriculum;
(ii) course resolutions for the Bachelor of Advanced Studies, Master of Advanced Studies and combined degrees with either of these; and
(iii) any other matter relating to these degrees.

(4) In relation to other interdisciplinary qualifications, the Board of Interdisciplinary Studies will:
(a) approve, on the advice of the relevant faculty or University school and subject to relevant policy, the listing of units of study, majors and minors to be made available in the shared pool for all Liberal Studies bachelor degrees; and
(b) report to the Deputy Vice-Chancellor (Education) on non-award courses approved by the Board of Interdisciplinary Studies.

(5) In relation to continuing and extra-curricular education courses the Board of Interdisciplinary Studies will:
(a) approve interdisciplinary continuing education courses on the recommendation of the relevant Executive Dean, Deans or Head of School and Deans;
(b) approve continuing education courses offered by the Centre for Continuing Education that have not been approved by:
   (i) the Executive Dean, Dean, Head of School and Dean; or
   (ii) a process within a faculty or University school which has been so approved;
(c) monitor the quality and strategic alignment of continuing and extra-curricular education;
(d) receive reports on quality strategic alignment and sustainability of continuing and extra-curricular education from:
   (i) faculties;
   (ii) University schools;
   (iii) centres; and
   (iv) academic and specialist units as described in the Continuing and Extra-Curricular Education Policy 2017;
(e) report to the Deputy Vice-Chancellor (Education) on the quality and strategic alignment of continuing and extra-curricular education; and
(f) report to the Provost on the sustainability of continuing and extra-curricular education.

(6) The Board of Interdisciplinary Studies may:
(a) establish sub-committees to facilitate the conduct of its business; and
(b) delegate to those sub-committees the authority to make recommendations to the Academic Board, as prescribed in subsection 3(h).
PART 9 – STAFF ELECTIONS TO FACULTY BOARDS

9.1 Application

This Part applies to:

(a) the Faculty of Arts and Social Sciences;
(b) the Faculty of Business;
(c) the Faculty of Engineering and Information Technologies;
(d) the Faculty of Health Sciences;
(e) the Faculty of Medicine and Health; and
(f) the Faculty of Science.

9.2 Timing of elections

(1) The election of staff members for each faculty board will be held in Semester 2 of every second year.
(2) Notice of the election will be given no later than 28 days before the commencement of voting.

9.3 Term of office

(1) The term of office of a staff member elected to a faculty board will be two years, commencing on 1 January of the year following the election.
(2) Staff members will be eligible for reappointment or re-election.
(3) A staff member will cease to hold office if they cease to be:
   (a) a member of the faculty; or
   (b) a permanent or temporary member of the academic or professional staff of the University.

9.4 Nominations

(1) Staff who wish to stand as candidates for election as members of a faculty board must nominate themselves in accordance with the relevant University procedures.
(2) If insufficient nominations are received to fill staff member positions on the faculty board, whether allocated positions or other positions:
   (a) the candidates nominated will be taken to be elected; and
   (b) the Executive Dean or Dean will consult with the remaining academic or professional staff members, and appoint academic staff members or professional staff members as required to fill the vacancies.
(3) If the number of nominations received is equal to the number of vacancies to be filled, the persons nominated will be taken to be elected.
(4) If the number of nominations exceeds the number of vacancies to be filled, a ballot will be held.

9.5 Filling casual vacancies

(1) A casual vacancy will be caused by the resignation, disqualification or death of an elected staff member.

(2) Where possible, a casual vacancy will be filled by the staff member who, in the immediately preceding election, polled the next highest number of votes to the staff member to be replaced.

(3) Otherwise, the Executive Dean or Dean will consult with the remaining academic or professional staff members, and appoint an academic staff member or professional staff member, as required to fill the vacancy.

9.6 Electorates

(1) The electorate for the election of:
   (a) academic staff members will comprise all full-time and part-time permanent and eligible temporary academic staff of the faculty;
   (b) professional staff members will comprise all full-time and part-time permanent and temporary professional staff of the faculty;
   as at the date on which notice of the election is given.

(2) Temporary staff members may vote in an election only if, as at the date on which notice of the election is given, they hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract has still to run).

PART 10 – STUDENT ELECTIONS

10.1 Application

This part applies to all:
   (a) faculties;
   (b) faculty boards;
   (c) University schools;
   (d) University school boards.

10.2 Timing of elections

(1) The election of student members for each faculty, faculty board, University school and University school board, as applicable, will be held in Semester 2 of each year.
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(2) Notice of the election will be given no later than 28 days before the commencement of voting.

10.3 Term of office

(1) The term of office of a student elected to a faculty, faculty board, University school or University school board, as applicable, will be one year, commencing on 1 January of the year following the election.

(2) Student members will be eligible for reappointment or re-election.

(3) A student member will cease to hold office if the student:
   (a) ceases to be enrolled in a course offered by the faculty, or University school, as applicable; or
   (b) becomes a permanent or temporary member of the academic or professional staff of the faculty or University school, as applicable.

10.4 Nominations

(1) Students who wish to stand as candidates for election as members of a faculty, faculty board, University school or University school board must nominate themselves in accordance with the relevant University procedures.

(2) If insufficient nominations are received to fill all student positions (whether allocated positions or other positions):
   (a) the candidates nominated will be taken to be elected; and
   (b) the Executive Dean, Dean or Head of School and Dean (as appropriate) will consult with any other student members and the leaders of any relevant student representative body and appoint student members as required to fill the vacancy.

(3) If the number of nominations received is equal to the number of vacancies to be filled, the persons nominated will be taken to be elected.

(4) If the number of nominations exceeds the number of vacancies to be filled, a ballot will be held.

10.5 Filling casual vacancies

(1) A casual vacancy will be caused by the resignation, disqualification or death of an elected student member.

(2) Where possible, a casual vacancy will be filled by the student who, in the immediately preceding election, polled the next highest number of votes to the student member to be replaced.

(3) Otherwise, the Chair will:
   (a) consult with the remaining student members and the leaders of any relevant student representative body, and appoint a student member as required to fill the vacancy; or
   (b) direct that a by-election be held.
10.6 Electorates

The electorate for the election of student members will comprise all full-time and part-time students enrolled in an undergraduate or postgraduate award course offered by the faculty or University school.

PART 11 – STUDENT PARTICIPATION IN MEETINGS

11.1 Application

This Part applies to all:

(a) faculties;
(b) schools;
(c) departments; and
(d) University schools.

11.2 Faculty and University school meetings

(1) A person who is a student in a faculty or University school must not:
   (a) be present at or participate in any discussion at a meeting of the faculty, faculty board, University school, or any faculty or University school committee;
   (b) access any confidential material, including material produced for the purpose of examination or assessment; or
   (c) participate in any decision; relating to their own candidature.

(2) A person, other than a member of the academic staff, who is a student in a faculty or University school must not:
   (a) be present at or participate in any discussion at a meeting of the faculty, faculty board, University school, or any faculty or University school committee;
   (b) access any confidential material, including material produced for the purpose of examination or assessment; or
   (c) participate in any decision; relating to any other student's candidature.

11.3 Other internal meetings

(1) A person who is a candidate for a degree, diploma or certificate of the University must not:
   (a) be present at or participate in any discussion at a meeting;
(b) access any confidential material, including material produced for the purpose of examination or assessment; or
(c) participate in any decision; relating to their own candidature.

(2) A person, other than a member of the academic staff, who is a candidate for a degree, diploma or certificate of the University must not:
(a) be present at or participate in any discussion at a meeting;
(b) access any confidential material, including material produced for the purpose of examination or assessment; or
(c) participate in any decision; relating to any other student's candidature for a degree, diploma or certificate that is the same as or considered to be of a standing equivalent to or higher than the degree, diploma or certificate for which the person is a candidate.

PART 12 - PROCEDURES

12.1 Elections

The Returning Officer may determine procedures for the conduct of elections under this Rule.

12.2 Behaviour of election participants

(1) The Returning Officer may determine conduct rules regulating the behaviour of candidates for, and other participants in, elections under this Rule.

(2) A breach of any such conduct rules may constitute, as appropriate, a breach of the Code of Conduct for Students or Code of Conduct – Staff and Affiliates.

PART 13 – TRANSITIONAL PROVISIONS – FACULTY OF MEDICINE AND HEALTH

13.1 Application

This Part applies only to the Faculty of Medicine and Health.

13.2 Faculty and faculty board meetings

(1) The first faculty and faculty board meetings of the Faculty of Medicine and Health will be held in semester 2 of 2018, or such earlier time as the Executive Dean determines.
(2) Sections 3.5(1), 3.6(1), 3.8(4)(f), 3.8(4)(h) and 3.9(1) will not apply to the Faculty of Medicine and Health until 1 January 2019.

13.3 Membership of Sydney Medical School

In addition to the requirements of section 4.4, staff and student members of the following will be members of the Sydney Medical School for the purpose of school meetings until 31 December 2018, or such other date determined by the Provost after consultation with the Executive Dean:

(a) the School of Medical Sciences;
(b) the Sydney School of Public Health; and
(c) all clinical schools.

13.4 Staff elections

(1) The Executive Dean will appoint academic staff (including staff in clinical schools and affiliates in approved leadership positions) and professional staff to serve as members of the faculty board from the date of establishment of the Faculty of Medicine and Health until 31 December 2018.

(2) The Executive Dean will arrange for elections for members of the faculty board to be held in Semester 2, 2018.
   (a) Members elected at these elections will hold office for one year from 1 January 2019 to 31 December 2019.

(3) From 2019, staff elections for the Faculty of Medicine and Health will be held at the same time as elections for other faculties and University schools.

13.5 Student elections

(1) From the date of establishment of the Faculty of Medicine and Health, students who were elected as members of the faculties of Dentistry, Medicine, Nursing and Midwifery, and Pharmacy will be members of the Faculty of Medicine and Health.

(2) As soon as possible after the establishment of the Faculty of Medicine and Health the Executive Dean will appoint eight interim student members of the faculty board.

(3) The interim student members of the faculty board:
   (a) must be selected from among the student members of the faculty; and
   (b) must comprise two representatives from each of the former faculties of Dentistry, Medicine, Nursing and Midwifery, and Pharmacy.

(4) The student members of the faculty and of the faculty board will hold office from the date of their appointment until 31 December 2018.

(5) Elections for student members will take place in Semester 2, 2018, for a one year term from 1 January to 31 December 2019.
PART 14 – RESCISSIONS AND REPLACEMENTS

14.1 Application
This Part applies to all:
   (a) faculties; and
   (b) University schools.

14.2 Rescissions and replacements
From the date of commencement of this Rule, any reference to a faculty constitution in any other rule, policy, procedures, guidelines or local provisions document is to be read as a reference:
   (a) in the case of a faculty, to Part 3 of this Rule; and
   (b) in the case of a University school, to Part 6 of this Rule.

NOTES
University of Sydney (Governance of Faculties and University Schools) Rule 2016 (as amended)
Date adopted: 12 December 2016
Date amended: 24 March 2018
Date commenced: 1 January 2017
30 April 2018
Administrator: Deputy Vice-Chancellor and Provost
Review date: 12 December 2021
Rescinded documents:
   University of Sydney (Authority within Academic Units) Rule 2003;
   Senate resolution Appointment and Roles of Pro-Deans, Deputy Deans, Associate Deans and Sub-Deans, which commenced on 25 November 2008;
   Senate resolution Governance of Faculties, Colleges, College Boards, Boards of Studies, Departments, Schools and Committees, which was last amended on 4 February 2014;
The constitutions of Faculties, Colleges and Boards of Studies as at 1 January 2017, other than the constitutions for:

- the Faculty of Dentistry;
- the Faculty of Medicine;
- the Faculty of Nursing and Midwifery; and
- the Faculty of Pharmacy.

The constitution of the Sydney College of the Arts, as from 1 July 2017.

The constitutions of the Faculty of Dentistry, the Faculty of Medicine, the Faculty of Nursing and Midwifery and the Faculty of Pharmacy as at 30 April 2018.

Related documents:
- University of Sydney (Coursework) Rule 2014
- Coursework Policy 2014
- Learning and Teaching Policy 2015
- Learning and Teaching Procedures 2016
- University of Sydney Act 1989 (as amended) (NSW)
- University of Sydney By Law 1999 (as amended) (NSW)
- University of Sydney (Coursework) Rule 2014
- University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010 (as amended)
- University of Sydney (Delegations of Authority – Academic Functions) Rule 2016
- University of Sydney (Governance of Faculties and University Schools Rule) 2016
- University of Sydney (Higher Degree by Research) Rule 2011 (as amended)
- Coursework Policy 2014
- Policies Development and Review Procedures

**AMENDMENT HISTORY**

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<th>Amendment</th>
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<td>New clause</td>
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<td>&quot;and&quot; added to end of subclause</td>
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<td>and various amendments for clarification</td>
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<td>Part 11</td>
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<td>Minor typographical amendment</td>
<td>17 July 2017</td>
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<td>Subsection (1) amended. Subsections (2) – (4) deleted</td>
<td>24 March 2018</td>
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<td>1.4(1)</td>
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<td>24 March 2018</td>
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<td>References to Executive Deans, and Heads of Clinical School added</td>
<td>24 March 2018</td>
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<td>1.4(2)(b)</td>
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<td>24 March 2018</td>
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<td>1.4(2)(d)</td>
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<td>1.5</td>
<td>Definitions amended: academic staff member; administrative, strategic and operational affairs; Executive Committee; faculty; Leadership Group; Liberal Studies Bachelor degree; Open Learning Environment;</td>
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<td>Definitions added: affiliate; approved leadership position; Board of Interdisciplinary Studies; Centre for Continuing Education; Clinical School; continuing education; core Associate Dean; Dalyell stream; Deputy Dean; Deputy Executive Dean; Executive Dean; Executive Dean’s Committee; extra-curricular education; Head of Clinical School; program; school manager; Shared Pool; significant component of an award course;</td>
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<td>Definitions deleted: constitution; department; Head of Department;</td>
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<td>Subsections (1)(d) and (e) added; Subsection 2.2(2) deleted and subsequent clauses renumbered</td>
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<td>Subsection (1) added and subsequent clauses renumbered; subsections (2) and (3) amended. References to non-core Associate Deans and Executive Dean added to subsection (4).</td>
<td>24 March 2018</td>
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<td>3.3</td>
<td>References to “strategic” and Executive Dean added</td>
<td>24 March 2018</td>
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<td>3.5(2)</td>
<td>Typographical correction</td>
<td>24 March 2018</td>
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<td>3.6</td>
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<td>24 March 2018</td>
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<td>24 March 2018</td>
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<td>24 March 2018</td>
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<tr>
<td>3.7(3)</td>
<td>Typographical corrections; references to clinical schools added. New subclause (b) added.</td>
<td>24 March 2018</td>
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<td>3.7(4)</td>
<td>Amended to refer to “eligible” temporary academic staff members</td>
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<td>3.9(1)-(3)</td>
<td>References to Executive Dean added</td>
<td>24 March 2018</td>
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<td>3.9(5)</td>
<td>Subclause added and subsequent clauses renumbered</td>
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<td>3.10</td>
<td>Reference to Executive Dean’s or Dean’s Executive Committee added</td>
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<td>3.11</td>
<td>Reference to Executive Dean’s or Dean’s Executive Committee added. Reference to ‘strategic and operational affairs’ added.</td>
<td>24 March 2018</td>
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<td>3.12</td>
<td>Reference to Executive Dean and the Executive Dean’s or Dean’s Executive Committee added</td>
<td>24 March 2018</td>
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<td>Reference to Executive Dean, Deputy Executive Deans and Heads of Clinical Schools added</td>
<td>24 March 2018</td>
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<td>Reference to Executive Dean’s or Dean’s Executive Committee added</td>
<td>24 March 2018</td>
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<td>6.2(2)</td>
<td>Reference to ‘optional’ Associate Deans replaced by ‘non-core’.</td>
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<td>6.3(2)</td>
<td>Addition of word ‘strategic’</td>
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<td>6.11</td>
<td>Reference to the ‘strategic and operational affairs’ added</td>
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<td>New Part 7 (Responsibilities and Functions) added and subsequent parts renumbered</td>
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<td>Responsibilities and functions of the Executive Dean added</td>
<td>24 March 2018</td>
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<td>Responsibilities and functions of Deans moved from s3.16 into Part 7</td>
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<td>Responsibilities and functions of Deputy Executive Deans and Deputy Deans moved from former s3.17 into Part 7. Reference to Deputy Executive Deans added.</td>
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<td>7.6</td>
<td>Addition of section 7.6 (Responsibilities and functions of Heads of Clinical School</td>
<td>24 March 2018</td>
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<tr>
<td>7.7</td>
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<td>7.6</td>
<td>Addition of section 7.6 (Responsibilities and functions of Heads of Clinical School</td>
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<td>7.7</td>
<td>Responsibilities and functions of Head of School and Deans of University schools moved from former section 5.16 into Part 7.</td>
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<td>Responsibilities and functions of Associate Deans moved from former 3.1 into Part 7. Reference to 'Deputy Executive Dean' added.</td>
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<td>8.2(i)</td>
<td>Clause deleted and subsequent clauses renumbered; minor typographical corrections</td>
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<td>8.3(1)-(6) Minor typographical corrections</td>
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<td>Subclause 8.4(2)(b) deleted and subsequent clauses renumbered; References to the Shared Pool, Dalyell Stream, Open Learning Environment, Bachelor of Advanced Studies and Master of Advanced Studies added</td>
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<td>9.5</td>
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<td>Reference to the Executive Dean added</td>
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<td>11.3</td>
<td>Reference to 'Other internal meetings' added. References to 'school or department' in subclauses 11.3(1)(a) and 11.3(2)(a) deleted.</td>
<td>24 March 2018</td>
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<td>Section deleted. New section referring to the Faculty of Medicine and Health added.</td>
<td>24 March 2018</td>
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<td>3.8 (6) and (7), 6.9 (6) and (7)</td>
<td>References to standing committees on curriculum approvals added</td>
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<td>3.8A; 6.9A</td>
<td>Sections added – Standing committees responsible for curriculum approvals</td>
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Non-Confidential

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<thead>
<tr>
<th>Author</th>
<th>Hugh O’Dwyer, Policy and Project Officer</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Ainslie Bulmer, Executive Director, DVC (Education) Portfolio</td>
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<tr>
<td>Paper title</td>
<td>Availability of unit of study materials and Canvas sites</td>
</tr>
<tr>
<td>Purpose</td>
<td>To propose an amendment to the Learning and Teaching Policy 2015 that would require Unit of Study materials to be available for first year undergraduate and postgraduate students two weeks prior to the commencement of study.</td>
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RECOMMENDATION

That the Academic Standards and Policy Committee endorse the amendment of the Learning and Teaching Policy 2015.

EXECUTIVE SUMMARY

An outcome of work conducted to improve the student experience was the focus on ensuring students are adequately prepared for the commencement of studies. Ensuring the timely availability of unit of study outlines and Canvas materials prior to the beginning of the course was identified as part of this work. Clause 24(3) of the Learning and Teaching Policy 2015 requires unit of study outlines and the LMS to ‘be available to students enrolled in the unit no later than one week prior to the commencement of the teaching session in which the unit is offered.’ It is proposed that this clause is amended to state that the outlines and LMS website must be available to students no later than two weeks prior to the commencement of the teaching session in which the unit is offered for -1000 and -5000 level units. The existing one week requirement will remain for all other unit levels. This change would not only benefit commencing undergraduate and postgraduate students by ensuring early access to unit of study information and materials, but also allow faculties to better plan for transition activities.

CONTEXT

In March 2018, the University Executive endorsed a program of work focused on the student experience at the University. As part of this program, the Transition, Advising and Careers (TAC) Steering Group was established to develop proposals for improving the student experience in the in the three domains of the steering group title. Under the remit of this Steering Group, three work streams focused on each aspect of the student journey, identifying issues and recommending solutions aimed at improving the student experience in their respective domain. The TAC considered the advice of the work streams and formalised a number of recommendations. As part of this process, the Transition and Orientation Work Stream identified the availability of unit materials and Canvas sites prior to the commencement of study as an area of improvement for the University. Following this, the Interim Report of the TAC Steering Group, endorsed by the Education and Student Life committees of the University Executive, recommended that Canvas sites for units of study should be made available by the Friday before Orientation Week.

This adjustment was proposed to support the transition process of new students, ensuring they are aware in advance of relevant unit of study information and can adequately prepare for University studies, including the procurement of reading materials prior to class. The TAC Interim Report noted that Orientation Week can seem overwhelming and chaotic for many student and is particularly challenging for those who respond better to a more structured experience, especially in a new environment. New students, particularly those from overseas or regional areas, have little opportunity to build a sense of familiarity with the University. Given the non-curricular challenges many students face at the beginning of Semester, such as securing accommodation or part time work, the added difficulties created by a limited window between availability of unit materials and commencement of study should be addressed.

Recommendation 6(e) of the TAC report states that the University should ‘ensure that Canvas sites are available no later than the Friday before O-week.’ To implement this recommendation, an amendment to the Learning and Teaching Policy 2015 is required, as it currently states that ‘[u]nit of study outlines and the LMS...
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website must be available to students enrolled in the unit no later than one week prior to the commencement of the teaching session in which the unit is offered.’ It is proposed that this clause, 24(3), is amended to include two subclauses that establish a requirement for LMS websites and outlines to be available to students undertaking ‘1000 and -5000 level units of study: no later than two weeks before the commencement of the teaching session in which the unit is offered’ and ‘no later than one week prior to the commencement of the teaching session’ for all other unit levels. This change would ensure that the latest class in Week One would align with the minimum requirement originally proposed, while providing a consistent two week period for student access to Canvas and unit materials for first year undergraduate and postgraduate students.

Improvements in availability timeframes for Canvas sites would support earlier preparation of classes, time-management planning, and access to relevant reading materials. It would also support faculties in developing transition activities ahead of Orientation Week.

CONSULTATION

The proposal to extend the unit of study materials and Canvas availability was developed by the membership of the Transition and Orientation Work Stream, which included:

- Professor Adam Bridgeman, Director, Education Innovation (Chair)
- Professor Peter Bryant, Associate Dean (Education), USBS
- Dr Carolyn Stott, Associate Dean Student Life, FASS
- Professor Phil McManus HOS, Geosciences, Faculty of Science
- Ms Lisa Carrick Faculty General Manager, FHS
- Dr Sophia Barnes Manager, Student Transition and Recruitment
- Dr Bronwyn James, Head, Academic Enrichment
- Dr Arlene Harvey, Learning Centre
- Ms Angela Watkins, Director, Student Recruitment
- Dr Sarah Jones, Deputy Registrar nominee
- Mr Chris Beaumont, Student Communications
- Mr Liam Thorne, SRC Representative
- Mr Kiriti Mortha, SUPRA Representative
- Ms Helen Ash (Project Coordinator)

The proposal was subsequently endorsed and made a final recommendation of the TAC Steering Group, the membership of which included:

- Chair, Professor Pip Pattison, DVC (Education) (Chair)
- Professor Adam Bridgeman (Chair, Student Transition Work Stream)
- Professor Colm Harmon (Chair, Academic Advising Work Stream)
- Professor Richard Miles (Chair, Careers Development and Transition Work Stream)
- Jordi Austin, Director, Student Support Services
- Chief Information Officer, Mike Day
- Director, Marketing and Communications, Johanna Lowe
- SRC Representative, Imogen Grant
- SUPRA Representative, Kiriti Mortha
- Ms Ainslie Bulmer, Executive Director

The policy amendment will be provided to Academic Standards and Policy Committee, University Executive Education Committee, Faculty General Managers Committee, and the Academic Board.

ATTACHMENTS

Attachment 1: Learning and Teaching Policy 2015 excerpts
LEARNING AND TEACHING POLICY 2015

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

Dated: 2 December 2015
Amended: 28 November 2017, commencing 1 January 2018

Signature:
Position: Chair, Academic Board

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PART 1 PRELIMINARY

1 Name of policy
This is the Learning and Teaching Policy 2015.

2 Commencement
This policy commences on 1 January 2016.

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

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

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

6 Definitions
(1) In this policy:

academic unit means a faculty, board of studies, school, centre or interdisciplinary committee of the University.

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

means:

- the Associate Dean of a faculty or University school with responsibility for education at the relevant level; or
- the deputy chairperson of a board of studies; or
- a person appointed by the Dean to have responsibility within the faculty for education at the relevant level. This position may have any of a number of different titles, including Associate Dean - Education, Associate Dean - Teaching or Learning, Associate Dean - Undergraduate Students, Associate Dean - Postgraduate Coursework or equivalent. The responsibilities of the Associate Dean - Education specified in this policy may be shared between more than one Associate Dean position.

**Australian Qualifications Framework (AQF)**

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

**award course**

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

**award course resolutions**

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

**Bachelor degree**

has the meaning given the [Coursework Policy 2014](#), which at the date of this policy is:

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

The University offers two types of Bachelor degrees.

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

**Note:** See clause 83A of the [Coursework Policy 2014](#).
Bachelor of Advanced Studies has the meaning given in the *Coursework Policy 2014*, which at the date of this policy is:

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

capstone experience has the meaning given in the *Coursework Policy 2014*, which at the date of this policy is:

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

Note: See clause 18.

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

Note: See clause 18.

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

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

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

curriculum means the flexible and coherent presentation of the academic content in a unit or program in a series of learning experiences and assessments.

Note: See clauses 15 - 17.
Dean means:

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

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

double degree course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications.

faculty means a faculty, University school or appropriate board of studies and in this policy refers to the faculty, faculties or University schools responsible for the relevant award course.

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

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

graduate qualities means the qualities demonstrated by all graduates of award courses on completion of the requirements of the award course. Part 2 of this policy details the qualities of graduates of undergraduate award courses.

graduation statement means a statement issued on graduation that provides information about the qualification and student attainment in addition to, or incorporating the student transcript.

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

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

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

honours units means advanced units of study at 4000-level specified as requirements to qualify for an award with honours as set out in clause 95 of the Coursework Policy 2014.

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

means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, award course, or other curriculum component.

**Liberal Studies Bachelor degree**

has the meaning given in the [Coursework Policy 2014](#), which at the date of this policy is:

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

**major**

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

*Note:* See clause 18.

**minor**

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

*Note:* See clause 18.

**mode of delivery**

means the manner by which courses and units of study are presented to students, and includes:

- face to face classes;
- fully online learning;
- blends of face to face and online learning; and
- on or off campus delivery, including off shore delivery.

**open learning environment**

has the meaning given in the [Coursework Policy 2014](#), which at the date of this policy is:

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

**postgraduate award course**

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

**program**

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

*Note:* See clause 18.
Program Director means the person responsible, at a program, major or degree level, for managing the curriculum and providing coordination and advice to staff and students.

Professional or Specialist Bachelor degree has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

a degree that develops disciplinary or professional expertise for a specific profession or career specialisation and graduate qualities.

Research Pathway Masters degree has the meaning given in the Coursework Policy 2014 which at the date of this policy is:

a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy.

shared pool means the list of majors, minors and units of study (including units in the open learning environment or Sydney Research Seminars) that are available to students enrolled in all Liberal Studies Bachelor degrees (including combined degrees with the Bachelor of Advanced Studies).

specialisation means:

- the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor Degree or postgraduate degree; or
- the research specialisation developed in a Research Pathway Masters Degree.

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

Note: See clause 18.

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

Sydney Research Seminars means units of study involving a cross-disciplinary group of students and staff in exploration of an interdisciplinary issue, challenge or problem approved by the Board of Interdisciplinary Studies.

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

teacher means a member of the academic staff involved in any of teaching, unit of study coordination or assessment.
### Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>teaching session</strong></td>
<td>means, as appropriate, a semester or a summer or winter session.</td>
</tr>
<tr>
<td><strong>third party learning technologies</strong></td>
<td>means web-based and mobile applications which are not managed through a contract between the University and technology suppliers.</td>
</tr>
<tr>
<td><strong>undergraduate award course</strong></td>
<td>means a coursework award course leading to the award of an Associate Diploma, Diploma, Advanced Diploma, Bachelor degree or Bachelor (Honours) degree.</td>
</tr>
<tr>
<td><strong>undergraduate degree</strong></td>
<td>means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcome specified for Level seven of the AQF.</td>
</tr>
<tr>
<td><strong>unit of study</strong></td>
<td>means the smallest stand-alone component of an award course that is recordable on a student’s transcript. Units of study have an integer credit point value, normally six credit points except where approved by the Academic Board.</td>
</tr>
<tr>
<td><strong>unit of study co-ordinator</strong></td>
<td>means the academic staff member with overall responsibility for the planning and delivery of a unit of study.</td>
</tr>
</tbody>
</table>

### PART 2  THE NATURE OF EDUCATION AT THE UNIVERSITY

#### 7 Graduate qualities and learning outcomes

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

(2) Graduate qualities consist of:

(a) depth of disciplinary expertise;

(b) broader skills:

   (i) critical thinking and problem solving;
   (ii) oral and written communication;
   (iii) information and digital literacy; and
   (iv) inventiveness;

(c) cultural competence;

(d) interdisciplinary effectiveness;

(e) an integrated professional, ethical and personal identity; and

(f) influence.
(3) These qualities should be embedded in the curriculum in a way that enables students to:

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

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

Table 1

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

Note: See also Good Practice Guidelines for the Development of Students Academic and Professional Communication Skills and Implementation Guidelines.
8 Educational excellence

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

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

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

(b) educational experience, as shown through:

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

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

and

(c) educational environment, consisting of the physical learning spaces, virtual learning environment, and support, which:

(i) facilitates excellent outcomes and experience;

(ii) fosters innovation; and

(iii) seeks continuous improvement through systematic monitoring.

(3) To ensure excellent outcomes, faculties must design processes in which:

(a) curricula provide continuous and well-co-ordinated sequences of learning experiences leading to well defined learning outcomes, involving expert guidance through well designed learning activities;

(b) students:

(i) are actively engaged in learning;

(ii) are challenged, guided and supported to reach a high standard of learning; and

(iii) become increasingly aware of, and responsible for, their learning;

and

(c) students and staff demonstrate a commitment to working together to achieve excellence in educational experience and outcomes.

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

9 Engaged enquiry

(1) Learning programs must be designed to:

(a) enable students to acquire and apply knowledge and skills through engaged enquiry;

(b) challenge students with novel problems; and

(c) enable students to demonstrate increasing awareness of, and responsibility for, their learning.
Engaged enquiry is a design principle which is used to develop curricula, create learning experiences, and review courses and units of study.

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

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

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

Research-enriched enquiry and engagement together form a core principle against which learning programs must be assessed.

10 Academic integrity

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

Policy and procedures relating to academic honesty in coursework are set out in the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016.

11 Collegial governance

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

(a) continuous improvement and innovation;
(b) an effective framework to achieve educational excellence; and
(c) the achievement of graduate qualities and learning outcomes to a high standard by each student.

All award course programs must be overseen by a course committee or standing committee of the relevant faculty or board of studies.

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

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

(a) representatives of the academic disciplines responsible for teaching;
(b) representatives of students enrolled in the award course program; and
(c) the relevant Associate Dean - Education.

Committees responsible for award courses may:

(a) make recommendations to the faculty or Head of School and Dean on:
   (i) learning outcomes;
   (ii) curricula;
   (iii) units of study;
   (iv) assessment;
   (v) educational excellence;
(vi) academic integrity; and
(vii) program review;

and

(b) take such decisions on these and other matters related to learning and
teaching within award courses as delegated by the faculty,

**provided that** the faculty retains oversight and responsibility for the outcomes,
quality and review of award courses.

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

(a) representatives of teachers within the program; and

(b) students enrolled in the program.

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

(7) Award course review committees must include:

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

(b) students enrolled in, or recently graduated from the award course; and

(c) relevant stakeholders from professions or industry, as determined by the
committee responsible for oversight of the award course.

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

(9) Learning programs must be developed and managed through a collegial process
which must:

(a) be evidence based (using academic expertise, research, benchmarking,
and, where appropriate, market appraisal); and

(b) build on consultation with stakeholders listed in subclause 11(7).

**Note:** See clause 23 for specific authorities, roles and responsibilities for the
management of learning and teaching.

### 11A Equality of opportunity

(1) The University is committed to equality of opportunity in education and gives effect
to that commitment through:

(a) special admission schemes, which make allowance for educational
disadvantage through alternative pathways;

**Note:** See Coursework Policy 2014

(b) support programs to assist certain students admitted under special
admissions schemes to succeed;

(c) accessible examination and assessment arrangements, supported by the
Disability Services unit;
(d) special consideration and special arrangements for examinations;

Note: See Coursework Policy 2014 and Assessment Procedures 2011

(e) support programs for Aboriginal and Torres Strait islander students; and

(f) counselling and psychological services.

PART 3 CURRICULUM STRUCTURE

12 Statement of intent

This part:

(a) prescribes the structure of the curriculum for award courses and units of study; and

(b) articulates the components of award courses and the broad structure of undergraduate, postgraduate and combined coursework awards.

13 Learning outcomes

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

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

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

14 Award courses

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

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

(3) The title of an award course must include:

(a) the qualification type; and

Note: See section 1.3 of the University of Sydney (Coursework) Rule 2014 and section 1.03 of the University of Sydney (Higher Degree by Research) Rule 2011.

(b) the discipline.

(4) The title of an award course may include one or more optional components, such as a stream.
(5) Award courses must follow an orderly and flexible program of learning experiences in a curriculum designed and approved consistently with this policy.

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

(7) Award courses must follow a curriculum which:
   (a) takes a student-centred approach to the achievement and assessment of learning outcomes in a coherent fashion;
   (b) is regularly reviewed (at least every seven years) by faculties consistently with this policy, in the light of student outcomes and the student experience, the growth of knowledge, changes in the learning environment and stakeholder input; and
      Note See clause 11.
   (c) incorporates the components of the curriculum framework set out in clauses 15 - 20.

15 Curricula generally

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

(2) Curricula should be designed to enable a combination of disciplinary depth and breadth of learning appropriate to the aims of the award course.
   (a) Disciplinary depth enables students to achieve command and understanding of a discipline area and can be achieved through focussed study in a program, major, through the completion of components, or through the completion of a stream.
   (b) Disciplinary breadth enables students to contextualise their learning in the context of related studies and other disciplines, apply it to new contexts and augment it according to their learning needs and interests. Disciplinary breadth is achieved through electives, minors, additional majors, studies in other disciplines, interdisciplinary projects and the open learning environment.

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

(1) The curriculum framework for new and revised undergraduate awards must include the following components:
   (a) a program, major, stream or specialisation in at least one field of study;
   (b) a structured approach to the development of knowledge and skills;
   (c) collaborative and group-based learning activities and assessments;
   (d) interdisciplinary and inter-professional learning experiences;
   (e) authentic problems and assessments;
   (f) an open learning environment for the extension of knowledge and skills; and
   (g) project-based learning.

(2) If an undergraduate degree is offered exclusively as part of combined or double degree courses, the components may be in either award course and need not be in both individually.

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

   **Note:** The curricula for award courses developed prior to 1 January 2016 must include these components when reviewed in line with clause 11(6).

### Table 2

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

17 Curriculum framework for postgraduate coursework education

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

(2) The curriculum framework for postgraduate coursework units may include one or more of the following:
   (a) a major;
   (b) a minor;
   (c) interdisciplinary study;
   (d) exchange and work based projects;
   (e) professional or industry experience;
   (f) authentic problems and assessments;
   (g) elective units; and
   (h) project-based learning.

(3) The following table (Table 3) sets out the graduate qualities associated with each of the above components of a coursework postgraduate award course.

Table 3

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialisation in a discipline area</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A capstone experience</td>
<td></td>
</tr>
<tr>
<td>A major</td>
<td></td>
</tr>
</tbody>
</table>
## 18 Components of award courses

### Note:
See Clause 26(2) for commencement dates of sub clauses 18(1) - (8) inclusive.

(1) Only faculties or the Board of Interdisciplinary Studies may offer award courses, streams, programs, majors, minors and units of study, which must be approved consistently with this policy.

(2) **Streams:**
   
   (a) can be conceptualised as separate pathways within an award course;
   
   (b) are versions of a degree that are separated for admission purposes but are linked to other streams of the degree through shared nomenclature, shared course components and shared rules;

---

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
</table>
| Interdisciplinary study | • Depth of disciplinary expertise  
 |  | • Broader skills  
 |  | • Cultural competence  
 |  | • Integrated identity |
| Exchange and work based projects | • Broader skills  
 |  | • Cultural competence |
| Interdisciplinary and inter-professional learning experiences | • Broader skills  
 |  | • Interdisciplinary effectiveness  
 |  | • Influence |
| Professional or industry experience | • Broader skills  
 |  | • Cultural competence |
| Authentic problems and assessments | • Depth of disciplinary expertise  
 |  | • Broader skills  
 |  | • Interdisciplinary effectiveness  
 |  | • Integrated identity  
 |  | • Influence |
| Research | • Broader skills |
| Project-based learning | • Depth of disciplinary expertise  
 |  | • Broader skills  
 |  | • Integrated identity  
 |  | • Influence |

**Note:** See Part 17 of the [Coursework Policy 2014](#) for the requirements for different postgraduate award types.
(c) consist of a combination of related units of study which are structured to provide the student with a depth of specialist knowledge of a discipline or field;

(d) are identified by the name of the stream of the award in parentheses after the name of the award course of which they are a stream;

(e) are recorded on the student's transcript;

(f) apply to 1000-, 2000-, 3000- and, where applicable, 4000-level units, as specified in the award course resolutions; and

(g) are not restricted to a specific number of credit points.

(3) Programs:

(a) are a combination of units of study that develop expertise in a multi-disciplinary domain or a professional or specialist field and include a recognised major in a field of study;

(b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13; and

(c) in undergraduate degrees, comprise:

(i) a minimum of 12 and a maximum of 24 credit points at 1000-level;

(ii) a minimum of 12 and a maximum of 24 credit points at 2000-level;

(iii) a minimum of 18 and a maximum of 24 credit points at 3000-level units of study;

Note: Three year programs (available in degrees of 144 credit points) must not, when combined with the requirements of the degree core, require more than 84 credit points (72+12).

(iv) in degrees and combined degrees requiring 192 credit points, up to 48 credit points at 4000 level;

Note: Four year programs (available in degrees of 192 credit points) must not, when combined with the requirements of the degree core, require more than 132 credit points (120+12).

(v) an embedded major;

(vi) at least 12 credit points of the degree core, if a degree core is specified for the degree; and

(d) are recorded on the student’s transcript.

(4) Majors:

(a) comprise a defined sequence of units taken by a student that develop depth of expertise in a field of study;

(b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13;

(c) in all undergraduate degrees, must require exactly 48 credit points; as specified in this sub clause;

(d) in Liberal Studies Bachelor degrees, and undergraduate degrees of 144 credit points, must include:

(i) exactly 12 credit points at 1000-level units of study;

(ii) a minimum of 12 and a maximum of 18 credit points at 2000-level; and
(iii) a minimum of 18 and a maximum of 24 credit points at 3000-level (or, higher for degrees requiring more than 144 credit points);

(e) in Professional or Specialist Bachelor degrees of 192 credit points or more, must include:
   (i) a minimum of 12 credit points at 1000- or 2000-level;
   (ii) a minimum of 18 credit points and a maximum of 36 credit points at or above 3000-level;

(f) in undergraduate degrees, must include at the 3000-level (or, for 192 credit point Professional or Specialist degrees, at the 3000 level or higher):
   (i) 1 x 6 credit point unit involving completion of a project requiring the integration and application of disciplinary knowledge and skills; and
   (ii) 1 x 6 credit point unit requiring the application of disciplinary skills and knowledge in an interdisciplinary context; and

(g) are recorded on the student transcript.

Note: the requirements of sub clauses (4)(f)(i) and (4)(f)(ii) may both be met through a single unit. Where a student takes two majors, and a single unit or units of study exists such that the requirement for (4)(f)(i) or (4)(f)(ii) can be met in both majors, that or those units may be used in fulfilment of requirement 4(f)(i) or 4(f)(ii) in both majors, provided that all other requirements in 18(3) are met for each major.

(h) Guidelines for majors are set out in Schedule 4 of the Learning and Teaching Procedures 2014.

(5) Minors:
   (a) comprise a defined sequence of units of study taken by a student that develops expertise in a field of study;
   (b) in undergraduate degrees, comprise units to the value of exactly 36 credit points including:
      (i) exactly 12 credit points at 1000-level;
      (ii) a minimum of 12 and a maximum of 18 credit points at 2000-level;
      (iii) a minimum of 6 and a maximum of 12 credit points at 3000-level;

    and

   (c) are recorded on the student’s transcript.

(6) A degree core:
   (a) is a set of units of study that develops required knowledge and skills for the degree and which is required to be completed by all students within an award course or a stream or specialisation within an award course;
   (b) in Liberal Studies Bachelor degrees, comprises no more than 24 credit points at 1000- or 2000-level.

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

   Note: See Coursework Policy 2014

(8) Combined degrees and double degrees must meet the learning outcomes of both component award courses.
(a) All Liberal Studies, and specified Specialist or Professional, Bachelor degrees may be combined with the Bachelor of Advanced Studies as set out in the applicable award course resolutions.

(9) Award courses may achieve depth and breadth of learning by the specification of core units and elective units.

(a) Units of study may be specified as core units if the faculty determines them to be essential to achieve the learning outcomes of the award course, stream, program, major, minor or specialisation. Core units must be completed by all students enrolled in the award course or relevant curriculum component or specialisation.

(b) Elective units are units chosen by students in order to extend their degree requirements according to their need or interests and contribute to graduate qualities. Electives are chosen from a list defined by the faculty and approved by the Academic Board.

(10) Units of study

(a) Units of study:

(i) follow a programmed set of coherent learning experiences and assessments that lead progressively to the achievement of the learning outcomes for the unit; and

(ii) must be completed over one or two teaching sessions.

(b) Faculties must define learning outcomes for each unit of study which are aligned with those of the award courses in which the unit of study is offered and those of other components of award courses of which it is a part.

(c) Except in the case of ‘shell’ units used for students undertaking study at another institution and other purposes, the learning outcomes, requirements and assessment framework and standards of a unit of study must be the same for all students taking that unit of study, regardless of the award course in which they are enrolled.

(d) Student transcripts and student record files must record a single result and a single credit point value for each unit of study attempted by a student.

(e) Units of study must be identified by an eight character alpha-numeric code, of which the first four are letters identifying the relevant school, department or discipline and the final four are integers identifying the unit of study and the level at which it is offered.

(f) The integers in the unit of study alpha-numeric code must commence with a number which indicates the level, in the generic form ****1xxx (for 1000-level units), ****2xxx (for 2000-level units) and so on.

(g) 1000-level units of study have learning outcomes of a foundational or introductory nature and are designed for students in the first year of a bachelor degree.

(h) 2000-level units of study have learning outcomes which assume prior foundational or introductory study and are designed for students who have completed the first year of a bachelor degree.
3000-level units of study have learning outcomes designed for students in the third year of a bachelor degree. In 144 credit point bachelor degrees, such units should enable students to demonstrate learning outcomes at a level expected for those completing a bachelor degree at AQF level 7.

4000-level units of study have learning outcomes at the advanced or honours level and are designed for students who have already achieved learning outcomes for a 144 credit point pass-level bachelor degree or who are completing the final year of a 192 credit point bachelor degree.

5000-, 6000- and higher level units of study have learning outcomes designed for postgraduate award courses.

(11) Credit points and student workload

(a) Credit points measure the relative quantitative contribution of a unit of study to an award course.

(b) The full time credit point load for undergraduate and postgraduate coursework award courses is 24 credit points per semester, or 12 credit points for summer session and six credit points for the winter session. A full time credit point load for a year is 48 credit points equating to a student workload of 1350 -1800 hours per year including class time, private study, assessment and assessment preparation.

(c) The normal credit point load for a unit of study is six credit points, except where otherwise approved by the Academic Board.

(d) The credit point load for a unit of study in the open learning environment must be zero, two or six credit points.

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

(f) Where units of study are core units in more than one award course or shared individually or as part of a major or minor in the shared pool, faculties must design units of study to meet the learning needs of students in all award courses and components for which the unit is a core unit.

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

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

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

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

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

(i) Faculties introducing new units of study with a credit point value other than six must inform the Academic Board, explaining the rationale for deviating from the standard and addressing issues of compatibility.
(12) On academic grounds, a faculty may propose to the Undergraduate or Graduate Studies Committee of the Academic Board units of study with zero, one or two credit points.

(13) Teaching sessions
(a) Teaching and learning in award courses must take place in standard teaching sessions, or in special teaching sessions determined by faculties in a faculty calendar and approved by the Academic Board.
(b) The standard teaching sessions are first semester, second semester, summer session and winter session.
(c) A semester comprises 13 weeks of programmed learning, one study week and one to two weeks for examination and assignment preparation.

(14) University semester dates, and dates for summer and winter sessions and teaching blocks must be approved by the Academic Board.

19 Assessment framework
(1) Assessment is the means by which students demonstrate graduate qualities and learning outcomes in a unit of study and in an award course.
(2) Learning outcomes for units of study must be assessed either within the unit of study or within an assessment framework for the award course or a component of an award course.
(3) The assessment framework of award courses and units of study must promote student learning and engaged enquiry, and be designed to ensure that key milestones in the achievement of learning outcomes are met to a standard sufficient to allow progression.
(4) Faculties must design the assessment framework of an award course to ensure that all students who successfully complete the award course demonstrate the graduate qualities and specified learning outcomes for the award.
(5) Unit of study co-ordinators must design the assessment framework of a unit of study to ensure that all students who successfully complete the unit of study demonstrate the graduate qualities and learning outcomes of the unit of study and are assessed to the same standard.
(6) The University's policy and procedures on assessment are set out in Part 14 of the Coursework Policy 2014 and in the Assessment Procedures 2011.

20 Academic integrity in the design of curricula
(1) Learning experiences, programs and curricula must be designed to educate students early in the first year about academic integrity, appropriate acknowledgement, academic honesty and avoiding plagiarism.
(a) This education must include an online module endorsed by the Office of Educational Integrity and should also include tutorials work and scaffolding writing tasks as appropriate.
(2) The assessment framework of award courses and the assessment matrix within each unit of study must be designed and reviewed each time the unit is offered to ensure academic integrity.
(3) Faculties must manage the risk to academic integrity within the assessment framework for each unit of study consistently with the Academic Honesty in Coursework Policy 2015 and associated procedures.

Note: See clause 12 of the Academic Honesty in Coursework Policy 2015.

20A Third party learning technologies

(1) All use of third party learning technologies must be consistent with relevant University policies, including in particular:
   (a) Policy on the Use of University Information Communications Technology Resources;
   (b) Privacy Policy 2017; and
   (c) Recordkeeping Policy 2017.

(2) Staff members and academic units:
   (a) are responsible for identifying and managing any risks associated with third party learning technologies which they introduce and use in association with their teaching; and
   (b) must register the use of such technologies with the office of the Deputy Vice-Chancellor (Education).

(3) Third party learning technologies must not be used for assessment purposes without the permission of the Deputy Vice-Chancellor (Education).

(4) Where a third party learning technology is introduced by the University, the University must:
   (a) develop and communicate an appropriate strategy for support of the technology; and
   (b) establish and implement appropriate mechanisms for:
      (i) retrieving and storing records of student activity generated by the technology; and
      (ii) trialling and evaluating the use of the technology.

(5) Where a third party learning technology is introduced by a staff member or academic unit, the person or unit introducing it must:
   (a) develop and communicate an appropriate strategy for support of the technology; and
   (b) establish and implement appropriate mechanisms for:
      (i) retrieving and storing records of student activity generated by the technology; and
      (ii) trialling and evaluating the use of the technology.
PART 4 MANAGEMENT OF LEARNING AND TEACHING

21 Statement of intent

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

22 Rescinded

23 Roles and responsibilities in managing learning and teaching

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

(a) University of Sydney (Delegations of Authority – Academic Functions) Rule 2016; and

(b) University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016.

(2) The Academic Board

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

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

(i) determining the type of degree;

Note: For Bachelor degrees, types are: Liberal Studies, or Specialist or Professional.
For Masters degrees types are: Advanced Learning by coursework, Professional by coursework (including masters Degree (Extended)), Research Pathway by coursework, or research.

(ii) the inclusion of degree core, streams, programs, majors and minors in award course requirements;

(iii) the inclusion of mandatory units, and barrier assessments;

(iv) the table of units of study for an award course;

(v) the curriculum of streams within an award course;

(c) approves faculty resolutions;

(d) approves admission requirements and pre-requisites for award courses;

(e) approves, on the recommendation of the relevant faculty or Board of Interdisciplinary Studies:

(i) addition and deletion of award courses, streams, programs, majors, minors; and
(ii) changes to the degree core;

(f) approves the list of majors, minors and units of study available in the shared pool for Liberal Studies degrees and the Bachelor of Advanced Studies, on the recommendation of the Board of Interdisciplinary Studies;

(g) approves changes to the mode of delivery of a course or unit of study;

(h) determines deadlines for submitting proposals for new, amended and deleted award courses;

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

(j) is responsible for:

(i) aligning the range of the University's academic programs so that all graduates demonstrate graduate qualities set out in Part 2 to a high standard;

(ii) reviewing education programs within faculties in a seven year cycle;

(iii) monitoring program outcomes and reports of review committees and accrediting bodies to promote educational excellence as set out in Part 2;

(iv) monitoring processes within faculties to support the academic integrity of the University's programs and assessment;

(v) monitoring breaches of academic integrity, reviewing processes to minimise or eliminate them and taking appropriate action;

(vi) considering and, if appropriate, approving the name and abbreviation used for each award course; and

(vii) developing and maintaining quality and educational excellence as set out in Part 5.

(3) **The Deputy Vice-Chancellor (Education)** is responsible for strategic leadership of educational excellence and educational innovation throughout the University. The Deputy Vice-Chancellor (Education):

(a) develops and maintains institutional systems and strategy to achieve excellence in outcomes, experience and environment. This includes curriculum frameworks, online learning, and the student experience;

(b) develops and maintains quality and educational excellence as set out in Part 5; and

(c) endorses proposals for new, amended and deleted courses for forwarding to:

(i) the University Executive Curriculum and Course Planning Committee; and

(ii) the Academic Board.

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

(5) **The University Executive Curriculum and Course Planning Committee:**

(a) reviews the business case for new course proposals from faculties; and
(b) advises the University Executive and its relevant committees in their deliberations over whether to endorse a proposed course or change for consideration by the Academic Board.

(6) The Board of Interdisciplinary Studies approves:

(a) units of study under a faculty’s direction which are included in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;

(b) units of study that are not under a faculty’s direction;

(c) the inclusion of units of study that are not under a faculty’s direction in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;

(d) units of study in the open learning environment, Sydney Research Seminars, and interdisciplinary units of study offered to students in any degree.

(7) Faculties

(a) Faculties, and their committees, are responsible for standards, assessment and quality throughout the faculty. Faculties:

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

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

(iii) approve learning outcomes for units of study, majors and programs;

(iv) approve assessment for units of study and other curriculum components as appropriate;

(v) approve pre-requisites and co-requisites for units of study and honours components;

(vi) determine the curriculum and learning outcomes for streams for recommendation to the Academic Board;

(vii) determine integration between units of study to meet the learning outcomes of majors, programs, streams or award courses and to achieve graduate qualities;

(viii) determine faculty resolutions relating to award courses of the faculty;

(ix) develop and maintain alignment of curricula and the quality of learning and teaching to achieve high standards in award course outcomes;

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

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

Note: Course proposal and amendment requirements can be found on the Academic Board website.

(xii) ratify assessment results;

(xiii) monitor and maintain standards in the quality of assessment practices and academic integrity;

Note: See the Coursework Policy 2014, the Assessment Procedures 2011 and the Academic Honesty in Coursework Policy 2015.
(xiv) review and act on educational quality data each semester as set out in Part 5;
(xv) monitor breaches of academic integrity within the faculty;
(xvi) review the assessment framework of units of study and other curriculum components to eliminate or minimise the possibility of such breaches;
(xvii) report breaches of academic integrity to the Academic Board as required by the Academic Honesty in Coursework Policy 2015; and
(xviii) monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs as set out in Part 5.

Note: See clause 11. Responsibilities for standards and operational matters in connection with programs may be undertaken by relevant committees.

(8) Deans

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

(i) exercise strategic oversight of faculties and their committees, the Associate Dean - Education and Heads of School to develop and maintain alignment with faculty strategy and operations;
(ii) consistently with the Coursework Policy 2014, set operational parameters for teaching and curricula, including teaching workloads, staff profile, fees and student numbers;
(iii) make appropriate arrangements for quality assurance of teaching and learning within the faculty as set out in Part 4 and Part 5;
(iv) direct the appropriate allocation of resources for educational excellence;
(v) direct that student representatives be elected or appointed as members of education, undergraduate, postgraduate studies committees and program committees;
(vi) direct faculty or school offices to keep current and available relevant documentation relating to the faculty's academic programs, including documentation for units of study;
(vii) appoint an Educational Integrity Co-ordinator and, if appropriate, additional nominated academics to act as decision makers in relation to alleged breaches of academic integrity in line with the Academic Honesty in Coursework Policy 2015; and
(viii) consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres, or delegate this authority to a Head of School.

(9) Associate Deans - Education

(a) Associate Deans - Education lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty and, on behalf of the Dean, monitor the effectiveness of processes for achieving graduate outcomes through engaged enquiry. Associate Deans – Education:
(i) co-ordinate teaching across the faculty to deliver excellent educational outcomes and experience;
(ii) review and act on data on educational quality;
(iii) monitor and direct alignment of educational standards and quality in the faculty with University policy and strategy;
(iv) implement collegial governance in the creation and review of educational programs within the faculty; and
Note: See clause 11.
(v) support quality of teaching and learning across the faculty as set out in Part 5.

(10) Supervisors

(a) Supervisors provide leadership, guidance and mentorship to students undertaking research projects, and provide academic advice to students on reporting of research findings. Supervisors:
(i) support the student in the research project, including providing timely feedback and advice;
(ii) monitor progress within the context of the overall research project;
(iii) develop in the student the necessary skills to complete the project; and
(iv) educate students about the University's policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.

(11) Heads of School

(a) Heads of School lead strategies and allocate resources for educational excellence within the school. Heads of School:
(i) assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school as specified in clause 24A;
(ii) review reports and data on educational quality in consultation with unit of study co-ordinators and program committees;
(iii) act in relation to staff performance and effective allocation of quality resources; and
(iv) if requested to do so by the Dean, consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres.
(v) appoint a unit of study co-ordinator for each unit of study for which the school is responsible;
(vi) make appropriate alternative arrangements if a unit of study co-ordinator is or will be absent; and
(vii) appoint a new unit of study co-ordinator when a current unit of study co-ordinator leaves.

Note: In faculties without a school structure, the roles and responsibilities of a Head of School may be taken by the Associate Dean – Education.

(12) Unit of study co-ordinators
Each unit of study must have a named unit of study co-ordinator, appointed by the relevant Head of School.

The Unit of study co-ordinator:

(i) is appointed for the whole of a teaching period during which a unit of study is being provided;

(ii) should inform the relevant Head of School of any intended or foreseeable absence, at least four weeks in advance;

(iii) develops, implements and monitors unit of study curricula, learning activities and assessment, subject to approval by the faculty;

(iv) aligns learning outcomes between a unit of study and an award course, and implements, at the unit study level, strategies and policies for educational excellence;

(v) reviews unit of study curriculum design, including learning outcomes, teaching and learning activities and assessment, and, where appropriate, aligns with program learning goals and graduate qualities;

(vi) documents and communicates the unit of study curriculum as a unit of study outline in the LMS, and makes a unit description, including pre-requisites, co-requisites and assessment, available for inclusion in the faculty handbook;

(vii) reviews assessment tasks and standards in relation to policy and reports to the faculty and the program committee;

(viii) reviews the academic integrity of each assessment task and the assessment matrix of the unit of study each time it is offered to eliminate or minimise the risk of breaches of academic integrity;

(ix) designs the assessment framework for the unit of study to ensure the academic integrity of each assessment in the unit as set out in the Academic Honesty in Coursework Policy 2015;

(x) reports incidents of potential academic dishonesty or plagiarism in line with university policy;

(xi) gathers, reviews and acts on data on educational quality, in consultation with the unit of study team and the Head of School;

(xii) administers surveys of educational experience and provides reports to students and the faculty on the quality of the student experience as set out in Part 5;

(xiii) makes recommendations to the faculty, or a relevant committee of the faculty, about changes to learning outcomes, curriculum, or assessment for a unit of study; and

(xiv) manages access to lecture recordings and, where necessary, submits applications to opt out of recordings in University-managed lecture spaces to the Dean or Dean’s nominee.

(13) **Individual teachers**

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

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

(ii) prepare the educational content of units of study;
(iii) design and prepare assessment tasks as specified in the curriculum, and consistently with relevant policy;
(iv) monitor and act to support academic standards and academic integrity; and
(v) where there is more than one teacher in a unit, participate as part of the unit of study team to support the unit of study co-ordinator in his or her role and responsibilities.

(14) Students

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

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

(ii) satisfy attendance and assessment requirements.

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

24 Documentation and communication

(1) This part of the policy sets out appropriate standards for:

(a) communicating with students and staff;
(b) managing the development of units of study, curricula and award courses; and
(c) institutional record keeping.

Note: See Recordkeeping Policy 2017 and Recordkeeping Manual

(2) Unit of study co-ordinators, together with the faculty, must provide a unit of study website on the LMS which contains, at a minimum:

(a) the unit of study outline;
(b) relevant curriculum resources; and
(c) any other material specified in the Learning and Teaching Procedures 2016.

Note: See clause 11 of those procedures.

(3) Unit of study outlines and the LMS website must be available to students:

(a) for -1000 and -5000 level units of study: no later than two weeks before enrolled in the unit no later than one week prior to the commencement of the teaching session in which the unit is offered; and

(b) for other units of study: no later than one week prior to the commencement of the teaching session in which the unit is offered.

(4) After publication of the unit of study outline, changes may only be made to the nature, weighting or due date of assessment tasks in exceptional circumstances.

(5) Each faculty must publish an annual handbook, containing the minimum information specified in the Learning and Teaching Procedures 2016.

Note: See clause 9 of those procedures.
(5)(6) The Academic Board may make award course resolutions, which must contain at least the minimum information specified in the *Learning and Teaching Procedures 2016*.  

Note: See clause 8 of those procedures.

(6)(7) Subject to Academic Board approval, faculties may make resolutions applying to all degrees within a certain category awarded by the faculty.

(7)(8) Upon each student’s graduation the University will provide each of the following documents, which will provide the information required by the *Learning and Teaching Procedures 2016*:

(a) a transcript;  
(b) a certificate of graduate status; and  
(c) a testamur.  

Note: See clause 12 of those procedures.

(9) Information other than that specified in the *Learning and Teaching Procedures 2016* may only be included on an academic transcript with the approval of the Deputy Vice-Chancellor (Registrar), after consultation with:

(a) the chair of the Academic Board or nominee;  
(b) the Deputy Vice-Chancellor (Education) or nominee;  
(c) the Head of the Academic Model Team in the portfolio of the Deputy Vice-Chancellor (Registrar);  
(d) the Head, of the Sydney Student Team in the portfolio of the Deputy Vice-Chancellor (Registrar);  

(10) In deciding whether to approve the inclusion of such information the Deputy Vice-Chancellor (Registrar) must be satisfied that the additional information:

(a) appropriately represents educational achievement;  
(b) can be verified by the University; and  
(c) can be collected in a timely and efficient manner.

(11) Graduation statements may only be issued with the approval of the Deputy Vice-Chancellor (Registrar), after consultation with:

(a) the chair of the Academic Board or nominee;  
(b) the Deputy Vice-Chancellor (Education) or nominee;  
(c) the Head of the Academic Model Team in the portfolio of the Deputy Vice-Chancellor (Registrar);  
(d) the Head, of the Sydney Student Team in the portfolio of the Deputy Vice-Chancellor (Registrar).

**24A Qualifications of teachers, co-ordinators and supervisors**

(1) Heads of school must appoint unit of study co-ordinators and teachers who have appropriate knowledge, skills and qualifications, including:

(a) up to date knowledge of a relevant field or discipline, which is informed by any of:  

(i) ongoing research
(ii) scholarship; or

(iii) contemporary professional practice; and

(b) relevant skills in learning, teaching and assessment.

(2) Individuals teaching or supervising units of study in award courses below AQF Level 10 must have:

(a) a relevant qualification at least one AQF level higher than the course being taught, co-ordinated or supervised;

(b) equivalent academic attainment;

(c) equivalent professional experience; or

(d) appropriate training, as well as guidance and oversight from a supervisor or coordinator who is an academic staff member with the qualifications, experience, knowledge and skills in 24A(1) and 24A(2) (a) to (c).

(3) Individuals appointed on the basis of subclauses 24A(2)(a) to (c) may also co-ordinate units of study in award courses below AQF Level 10.

(4) Individuals appointed on the basis of subclauses 24A(2)(d) may be appointed to teach specialised components of a course such as demonstrating or tutoring but must not be appointed to co-ordinate units of study or as the sole-teacher.

(5) Individuals teaching, co-ordinating or supervising units of study in an award course at AQF Level 10 must have:

(a) a relevant qualification at AQF Level 10;

(b) equivalent academic attainment;

(c) equivalent professional experience; or

(d) appropriate training, as well as guidance and oversight from a supervisor or coordinator who is an academic staff member with the qualifications, experience, knowledge and skills in 24A(1) and 24A(4) (a)-(c).

(6) If individuals are appointed on the basis of equivalent academic merit or professional experience under subclauses 24A(2) (b) to (d) or 24A(4) (b) to (d), the academic attainment or professional experience must be documented and approved in writing by the head of the school;

Note: Records of approval must be retained and stored consistently with the requirements of the Recordkeeping Policy 2017 and the Privacy Policy 2017

PART 5 QUALITY ASSURANCE

25 Quality assurance processes

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

(a) standards driven;

(b) evidence based; and

(c) institutionally aligned.
(2) Quality is measured in terms of excellence in:
   (a) educational outcomes;
   (b) educational experience;
   (c) educational environment.

Note: See Part 2.

(3) Excellence in educational outcomes is measured through systematic assessment which ensures that students achieve course learning outcomes at a high standard, and through the assessment of graduate qualities.
   (a) Faculties and their Associate Deans - Education must arrange for assessments to be subject to peer feedback and periodic benchmarking.

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

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

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

(7) At the curriculum level
(a) Educational outcomes must:
   (i) contribute to student qualifications;
   (ii) meet accreditation requirements; and
   (iii) be aligned with institutional, industry, professional and community expectations.

(b) Standards and outcomes must be determined by the faculty and managed by the faculty or its relevant committee.
   (i) Student survey results must be used to set standards and targets.
   (ii) Benchmarking and aligning with standards across the faculty, and other comparable institutions, and with professional disciplinary and industry expectations, must be used to measure excellence.

(c) Educational experience is provided through a thematically coherent program. Evaluation methods include student surveys, benchmarking reports, reports from accrediting bodies, and Go8 Standards Verification reports.
   (i) The Associate Dean - Education must provide annual reports on students’ educational experience to the faculty.
   (ii) Faculties must provide copies of formal benchmarking reports to the Academic Board.
   (iii) Deans must provide copies of accreditation reports from external organisations to the Academic Board on receipt.
   (iv) The Deputy Vice-Chancellor (Education) must provide Go8 Standards Verification reports to the Academic Board on receipt.

(d) The quality of the educational environment is measured by the provision of formal and informal learning spaces, where students belong to a community of scholars within discipline and degree programs. Physical learning spaces are measured against:
   (i) accepted learning space standards; and
   (ii) student and teacher evaluations, including the effective use of existing resources.

(8) At the University level

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

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

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

(d) The University must evaluate the quality of outcomes, experience and environment using methods which include:
   (i) using study survey results to set targets and benchmarks at faculty and University level;
   (ii) accreditation reports;
(iii) meeting Group of Eight (Go8), AQF, Higher Education Standards, and professional regulatory body requirements; and

(iv) Academic Board and UE faculty reviews.

(e) The Deputy Vice-Chancellor (Education) must monitor evaluations of the standards of educational experience and education environments and provide reports to the University Executive and the Academic Board.

(f) The Academic Board must monitor educational excellence and, where appropriate, provide advice to the Deputy Vice-Chancellor (Education), the Vice-Chancellor and the Senate.

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

26 Rescissions, replacements and transitional provisions

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

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

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

(c) Academic Board Policy on Consultation with Students which commenced in 2008

(d) Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997

(e) Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy

(f) Flexible Student-Centred Learning in the University of Sydney Policy which commenced in 1999

(g) Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy which commenced in 2005

(h) Principles for First Year Orientation and Transition Policy which commenced in 2001

(i) Quality Assurance and Learning Management Systems Policy which commenced in 2005

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

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

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

(2) Sub clauses 18(1)-(8) apply to all undergraduate degrees approved or reviewed after 25 July 2016.

(3) For staff employed prior to 1 January 2018, Section 24A Subclause 2(a)(ii) and (2)b(i) take effect on 31 December 2018.
# SCHEDULE ONE

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
</table>
| Students        | Be familiar with legislative and other requirements of the course as set out in the faculty handbook, unit of study outline, and other published guidelines.  
                  | Satisfy attendance and assessment requirements.                                                     | Participate in evaluations of their experience, to ensure that educational excellence is achieved.  
                  |                                                                                                    | Encouraged to participate in the development and review of courses and units of study.          |
| Individual teachers | Support and lead student learning of the curriculum as specified, and to the agreed standard.     | Participate as part of the unit of study team (if appropriate) to support the roles and responsibilities of the unit of study co-ordinator. |
|                 | Design and prepare assessment tasks as specified in the curriculum and in accordance with the standards in the relevant policy.  
<pre><code>              | Monitor and implement academic standards.                                                           |                                                                                               |
</code></pre>
<p>|                 | Educate students on academic integrity and report any breaches of academic integrity.               |                                                                                               |</p>
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit of study co-</td>
<td>Review the design of the curriculum of the unit of study, including learning outcomes, learning and teaching activities, and assessment, to ensure ongoing alignment against program learning goals and graduate qualities.</td>
<td>Lead and co-ordinate the unit of study team to deliver quality teaching and assessment, including reviewing, communicating and acting on data on educational quality in the unit of study.</td>
</tr>
<tr>
<td>ordinators</td>
<td>Document and communicate the unit of study curriculum as a unit of study outline in the LMS, and ensure its availability in the faculty handbook.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review assessment tasks and standards in relation to policy and report to the faculty and program committee.</td>
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<tr>
<td></td>
<td>Review the academic integrity of each assessment task and the assessment matrix of the unit to eliminate or minimise the possibility of breaches of academic integrity. Unit of study co-ordinators must ensure that assessment framework in the unit of study is designed to ensure the academic integrity of each assessment in the unit as set out in the <a href="#">Academic Honesty in Coursework Policy 2015</a>.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Act on breaches of academic integrity within a unit of study, and review the assessment framework each time the unit of study is offered to eliminate or minimise the possibility of such breaches.</td>
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<tr>
<td></td>
<td>Recommend student assessment tasks to the faculty and program committee.</td>
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<td></td>
<td>In consultation with the unit of study team and the Head of School, gather, review and act on data on educational quality.</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
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</tr>
<tr>
<td>Supervisors</td>
<td>Provide leadership, guidance and mentorship to students undertaking research projects.</td>
<td>Support the student in the research project, including providing timely feedback and advice.</td>
</tr>
<tr>
<td></td>
<td>Provide academic advice to students on the reporting of research findings in a dissertation, treatise or long essay.</td>
<td>Monitor progress within the context of the overall research plan.</td>
</tr>
<tr>
<td></td>
<td>Educate students on, and monitor the project for compliance with, the University's policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.</td>
<td>Provide the student with the necessary skills to complete the project.</td>
</tr>
<tr>
<td>Heads of school</td>
<td></td>
<td>Appoint a unit of study co-ordinator for each unit of study within the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In consultation with unit of study co-ordinators and program committees, review reports and data on educational quality, and act in relation to staff performance and effective allocation of quality resources.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
</tbody>
</table>
| Associate Dean - Education | Lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty.  
On behalf of the Dean establish effective processes for achieving graduate outcomes through engaged enquiry.  
Align educational standards and quality within the faculty with the University policy and strategy. | Co-ordinate teaching across the faculty to deliver excellence in educational outcomes and experience.  
Review and act on data on educational quality.  
Establish and implement collegial governance, as set out in Clause 11, in the creation and review of educational programs within the faculty.  
Support quality of learning and teaching across the faculty as set out in Part 5. |
| Dean                 |                                                                                                       | Have strategic oversight of faculties, the Associate Dean - Education and heads of school and heads of schools to ensure alignment with faculty strategy and operations (resources).  
Review and act on data relating to educational quality.  
Consistently with the Coursework Policy 2014, set operational parameters for teaching and curriculum (e.g. teaching workloads, staff profile, fees, student numbers.)  
Make arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5.  
Include, where appropriate, student representatives on standard governance committees and provide them with same information as other committee members to enable effective participation.  
Ensure that faculty offices maintain and update all documentation for policy and procedures relating to the faculty’s academic programs, including documentation for units of study. |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
</table>
| Faculties | Plan and implement reviews of degree curriculum design, including degree learning outcomes, degree learning experiences, and degree level assessment. This will establish ongoing internal alignment and mapping coverage in relation to program goals, coherence, relevance and strategic fit.  
Advise the Academic Board of any changes to degree level curricula. This may include creation, variation or deletion of courses and changes to tables of units of study.  
Ratify assessment results with degrees and monitor and act to ensure quality of standards and quality of assessment practices. (See the Coursework Policy 2014 and the Assessment Procedures 2011).  
Review and act on data on educational quality and ensure educational excellence.  
Entrench academic integrity within the assessment framework of each award course at each stage of the program.  
Monitor breaches of academic integrity within the faculty, review the assessment framework to eliminate or minimise the possibility of such breaches, and report breaches of academic integrity each year to the Academic Board as set out in the Academic Honesty in Coursework Policy 2015. | Monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs.  
May devolve their responsibilities for standards and operational matters to degree, major and program committees and to degree co-ordinators. |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Vice-Chancellor Education</td>
<td>Establish and support institutional systems and strategy to deliver the educational mission in order to achieve excellence in outcomes, experience and environment (e.g. infrastructure, IT, curriculum frameworks, student experience).</td>
<td>Delivery quality assurance measures as set out in Part 5.</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor Registrar</td>
<td>Establish and support institutional systems and strategy to deliver the educational mission in relation to admission, recruitment, and administration processes.</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>Through faculties, the Academic Board and the University Executive (UE) Education Committee, review and act on:</td>
<td>• reports of program committees, including curriculum review and assessment standards;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• data on educational quality; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• academic integrity.</td>
</tr>
</tbody>
</table>
NOTES

Learning and Teaching Policy 2015

Date registered: 10 December 2015

Date amended: 29 June 2016
26 July 2016
27 October 2016
10 October 2017
28 November 2017, commencing 1 January 2018
9 May 2018 (administrative amendment only)
7 June 2018 (administrative amendments only)

Date commenced: 1 January 2016

Administrator: Deputy Vice-Chancellor (Education)

Review date: 2 December 2020

Rescinded documents:

(1) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001
(2) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001
(3) Academic Board Policy on Consultation with Students which commenced in 2008
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(10) Research-Enhanced Learning and Teaching Policy which commenced in 2007
(11) Written and Oral Communication Skills of Students Policy which commenced in 2002
(12) Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004
Related documents:

University of Sydney (Coursework) Rule 2014

University of Sydney (Policies Development and Review) Rule 2011

Academic Honesty in Coursework Policy 2015

Code of Conduct for Students

Coursework Policy 2014

Research Code of Conduct 2013

Academic Honesty Procedures 2016

Assessment Procedures 2011

Learning and Teaching Procedures 2016

**AMENDMENT HISTORY**

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>Correction of typographical errors and updating of hyperlinks (administrative amendments only)</td>
<td>20 January 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of typographical errors and clause references (administrative amendments only).</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>6</td>
<td>Various definitions amended to reflect curriculum framework and the introduction of new Bachelor degrees</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definitions clarified: course changed to award course; course resolutions to award course resolutions.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definition of graduate attributes amended.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definition of faculty board deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>14(6)(a)</td>
<td>Amended to refer to graduate qualities.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>15(2)(a); 17(3), Table 2</td>
<td>Reference to specialisation changed to stream. References to core components changed to components.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>15(2)(b)</td>
<td>Reference to open learning environment added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>16(1)(a);</td>
<td>References to program and specialisation added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>16(3); Table 2; 17(3).</td>
<td>References to core deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<tr>
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<tr>
<td>11(2); 11(5); 11(6); 11(8); 23(7); 25(3); 25(7);</td>
<td>References to faculty board changed to faculty.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>13(2);</td>
<td>Reference to programs deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>18</td>
<td>Clause deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>20(3)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>20A</td>
<td>New clause added.</td>
<td>25 July 2016</td>
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<tr>
<td>22</td>
<td>Clause deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>23</td>
<td>Heading amended: “in managing learning and teaching” added. Subclauses (b)(i) to (b)(iv) added. Subclauses 23(2)(c)-(d) deleted. New subclauses 23(2)(c)-(h) added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
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<tr>
<td>23(5); 23(6)</td>
<td>New subclauses added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
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<tr>
<td>23(7)</td>
<td>Subclause (a) deleted and replaced.</td>
<td>25 July 2016</td>
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<tr>
<td>23(8)</td>
<td>New subclause (a)(viii) added.</td>
<td>25 July 2016</td>
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<tr>
<td>23(12)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
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<tr>
<td>23(13)</td>
<td>Subclause (a) deleted and replaced. New subclauses (b)(i) and (b)(ii) added and remaining subclauses renumbered.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>24</td>
<td>Subclauses (1) to (10) deleted and replaced.</td>
<td>25 July 2016</td>
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<td>25(9)</td>
<td>Subclause deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>26(2)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Schedule One</td>
<td>Amended to reflect changes to clause 23.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Schedule Two</td>
<td>Deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<td>24(2); 24(5); 24(6) 24(12)</td>
<td>Correction to sub-clause cross references in the Learning and Teaching Procedures 2016</td>
<td>26 July 2016</td>
</tr>
<tr>
<td>Schedule One</td>
<td>Correction of typographical error in Operational responsibilities for Head of Department</td>
<td>26 July 2016</td>
</tr>
<tr>
<td>23(5); 23(5)(b); 25(8)(d)(iv); 25(8)(e); 25(8)(g); Schedule One</td>
<td>References to Senior Executive Group (SEG) changed to University Executive (UE)</td>
<td>27 October 2016</td>
</tr>
<tr>
<td>23(1)</td>
<td>Amending references to University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>6; 23(12); 23(13); Schedule One</td>
<td>Amendments arising from organisational design change</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>23(8)(iii); 23(11)(i)</td>
<td>Additional text</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>23(12)</td>
<td>Deleted; consequential clauses renumbered</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>23(11)(v) – (vii)</td>
<td>New clauses; previously in 23(12)</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>24(8)(a); 24(9)</td>
<td>References to AHEGS deleted</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>24A</td>
<td>New clause added</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>6</td>
<td>New definition added</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>26(3)</td>
<td>Additional clause relating to transitional provisions</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>10(2)</td>
<td>Additional policy document added</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>14(2); 23(7)(xi) note</td>
<td>Amended hyperlinks</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>18(12(b); 20A(3); 25(8)(b); 25(8)(f)</td>
<td>Minor typographical errors corrected</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>24A</td>
<td>New clause added</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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</tr>
<tr>
<td>6</td>
<td>Revised definitions: “double degree course”; “specialisation” and “stream”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>6</td>
<td>New definitions added: “graduation statement” and “Research Pathway Masters degree”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>11A; 23(3(c); 24(9)-(11)</td>
<td>New clauses added</td>
<td>1 January 2018</td>
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<td>18(1); 18(4)(e); 18(4)(h);</td>
<td>New clauses added; subsequent clauses renumbered</td>
<td>1 January 2018</td>
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<td>18(4)(f); 18(6)(b)</td>
<td>Clauses amended to include “Liberal Studies Bachelor degrees”</td>
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<td>23(2)(b)(i) note</td>
<td>Note amended to include all types of degrees</td>
<td>1 January 2018</td>
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<td>23(2)(b)(ii)</td>
<td>Inserted “streams” between “core” and “programs”</td>
<td>1 January 2018</td>
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<tr>
<td>23(11)(i)</td>
<td>Replaced “section” with “clause”</td>
<td>1 January 2018</td>
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<tr>
<td>23(12)(b)(iii) – (xiv)</td>
<td>Replaced plural verbs with singular</td>
<td>1 January 2018</td>
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<tr>
<td>23(14)(a)(i)</td>
<td>Replaced “degree” with “award”</td>
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<td>24(8) note</td>
<td>New note</td>
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<td>26(6) note</td>
<td>Replace reference to <em>University Recordkeeping Policy with Recordkeeping Policy 2017</em></td>
<td>1 January 2018</td>
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<td>18(4)(g) note</td>
<td>Replace 3(e)(1) and 3(e)(ii) with (4)(f)(i) and 4(f)(ii)</td>
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<td>24A(6) note</td>
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Author | Hugh O’Dwyer, Policy and Project Officer
Reviewer/Approver | Prof Ross Coleman, Director – Graduate Research
Paper title | Proposed changes to the HDR Rule - Completions
Purpose | To propose changes to the University of Sydney (Higher Degree by Research) Rule 2011 to increase the rate of on-time higher degree by research completions.

RECOMMENDATION

That the Academic Standards and Policy Committee endorse changes to the University of Sydney (Higher Degree by Research) Rule 2011 (attachment 1) to:

1. require full-time PhD and other Doctorates by Research candidates to complete within 16 research periods and part-time candidates to complete within 32 research periods;
2. require full-time PhD and other Doctorates by Research candidates to submit their thesis within 14 research periods and part-time candidates to submit their thesis within 28 research periods;
3. require full-time Master’s by Research candidates to complete within eight research periods and part-time candidates to complete within 16 research periods;
4. require full-time Master’s by Research candidates to submit their thesis within seven research periods and part-time candidates to submit their thesis within 14 research periods;
5. establish an overall candidature time limit of 12 years;
6. remove reference to specific English Language Proficiency requirements and relocate to Admission Standards document; and
7. reference Academic Board policies applicable to HDR candidates undertaking coursework.

EXECUTIVE SUMMARY

Timely higher degree by research (HDR) completions are both a driver of funding efficiency success and a proxy for the quality of a university’s PhD program. An ‘on-time completion’ occurs when a candidate has satisfied the requirements of their degree and lodged a final copy of the thesis to the University Library within four years (16 research periods) for full-time doctorates and two years (eight research periods) for full-time master’s by research. Increasing the University’s share of on-time HDR completions is increasingly important due to Commonwealth funding and reporting requirement changes initiated in 2017 and 2018. While initiatives are being developed by the DVC (Education) Portfolio and the University Executive Research Education Committee to address this issue, the University’s policy framework could be better structured to support an increase in timely HDR completions. Despite the importance of on-time completions, the University does not formally require HDR candidates to complete their degree within 16 or eight research periods (for doctorates and master’s respectively). Rather, the University of Sydney (Higher Degree by Research) Rule 2011 (HDR Rule) requires candidates to submit their thesis within this timeframe, which does not allow for the examination process, corrections, and resubmittals of the thesis. Therefore, amendments to the HDR Rule are proposed to ensure that a completions requirement is specified in the rule. If approved, these changes will take effect from 1 January 2019, applying to students who enrol after this date. Due to significant anticipated reductions in RTP funding in the 2020 and 2021 grant years (resulting from a reporting date realignment of 2018 completions figures), it is critical that these changes to the HDR Rule are implemented prior to research period 1 2019 to provide policy support for initiatives to increase on-time thesis submissions and HDR completions (to support an increase in the University’s share of RTP from 2022).
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CONTEXT

The University of Sydney 2016-20 Strategic Plan highlights 'improved completion rates' as part of its KPI for the 'attract and invest in the best PhD students' initiative, reflecting the emerging challenge the University faces in ensuring HDR candidates complete on-time. Pressure to improve HDR completions has also been exacerbated by the Federal Government’s adjustments to higher education research funding policies, as annual RTP returns are impacted (the over-time completion will eventually contribute to the RTP completions share, but not until the following year). Additionally, a lag in the University’s completions reporting to the Commonwealth will be caused by a reporting realignment resulting from the introduction of two new Higher Education Information Management System (HEIMS) data reporting elements (591 and 592). The University will need to improve the timeliness of completions to potentially increase RTP funding following the two year completions reporting transition from submission date to award date (during this time it is anticipated that there will be a significant reduction in Commonwealth RTP receipts). This need to increase timely completions will be emphasised further as the Commonwealth’s transitional funding arrangements for RBG will cease from 2021.

The numbers of over-time HDR candidatures are quite significant. As of May 2018, 12% (517) of HDR candidates students were over-time, while an additional 25.8% (1113) were highly likely (85% confidence) to go over-time. The majority of over-time HDR students are over-time by two or less research periods, highlighting the importance of allowing sufficient examination time by moving the thesis submission date forward. For instance, the graphs in attachment 2 highlight that if the University were to improve the completion times by two research periods during the window identified, 365 additional HDR completions (290 PhD and 75 research master’s) would be gained.

There are three main costs to faculties in supporting over-time candidates: the first are the direct project/academic costs of supporting the supervision of a student (an average of approximately $20,000 per student in 2018 for candidates without a scholarship), the second are the opportunity costs arising from students not being supervised as over-time students are using some of the available supervisory capacity, and the third is the direct University Economic Model (UEM) charge ($4,600 per annum) for an enrolled HDR student. Whilst this casts the student-supervisor relationship in a purely financial frame, we need to accept that our investment in HDR activities should be sustainable. These impacts will be felt by faculties as the financial consequences of over-time completions are not funded centrally. Expenditure of RTP income on over-time students is not permitted under RTP requirements, as the maximum of four years for full-time doctorates and two years for full-time research masters as specified in 1.6.5 of the Commonwealth Scholarships Guidelines (Research) 2017. It should also be noted that HEPs, if asked by the Department of Education and Training, should be able to demonstrate that over-time candidates are not supported by RTP funds.

The HDR rule states that a full-time HDR thesis candidate must submit their thesis for examination after no more than 8 research periods of enrolled candidature for master’s (clause 2.20(2)) and 16 research periods for research doctorates (clauses 3.20(1)(a) and 4.19(2)). It is proposed that these timeframes are altered from ‘submission’ to ‘completion’ to ensure the expectation of completing within four years (full time) is specified in the rule from 2019, by inserting new clauses at 2.18A, 3.18A, and 4.17A. This change is necessary to provide policy support for initiatives to improve completion times and to formalise the ‘on-time’ completion requirement of four years within the University’s HDR governance provisions. Following consultation at the 3 October 2018 meeting of the University Executive Research Education Committee, the proposed amendment has been altered to ‘candidature for the full-time Doctor of Philosophy should be completed by the end of the 16th research period after the research period in which they first enrolled’. Similar provisions are established in in Part 2 and Part 3. The primary change is from ‘must’ to ‘should’ and ‘student’ to ‘candidature’. The inclusion of ‘should’ establishes an expectation of completing on-time (i.e. within four or two years full-time), while allowing for situations where a completion has been delayed due to circumstances outside of the student’s control (such as a significantly delay in an examination). The committee also proposed extending the completion time to four and a half years. However, now that the completion component has been realigned to an expectation (‘should’ rather than ‘must’), it is appropriate for the completion window to remain at four years (16 research periods) for Doctorates and two years (eight research periods) for Master’s by research as this is the timeframe for an on-time completion (and the University cannot establish an expectation that HDR candidatures are over-time).
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Additionally, a requirement that a thesis is submitted by seven or 14 research periods (for masters and doctorates respectively) should also be formalised in the rule to ensure a shift toward on-time completions. The requirement to submit earlier would be required to complement the introduction of a completion time-limit in the HDR Rule to allow sufficient time for the examination process. This amendment would require an effective communications strategy to support a shift in the culture of research thesis submission by 14 research periods for full time students and 28 research periods for part time candidates.

Furthermore, the HDR Rule does not specify a time limit for completing a research degree. It is recommended that a new subclause (1.7A) is inserted in the HDR Rule that mandates an overall candidature time limit of 12 years for all RTP funded degrees. This requirement aligns with the maximum time limit established in 4.2 of the University of Sydney (Coursework) Rule 2014, however it will be 12 rather than 10 years. This maximum time limit is considered to be appropriate as research is unlikely to be current after this period.

The amendments to the HDR Rule complement work that is already in progress to increase the proportion of timely HDR completions across the University. The University Executive Research Education Committee is working on initiatives for increasing HDR completions and will develop a list of actions for each faculty to implement that is aimed at improving the rates of timely completions by HDR students. This will be achieved through focusing on the range of possible causes at a faculty level and how different interventions can be applied. IAP and the DVC (Education) portfolio have also delivered an HDR predictive model to faculties, which has a high confidence in identifying students with a probability of going over-time (with various risk levels). Resulting in a two-pronged approach – working with faculties to deliver cohort based improvements, while empowering faculties to address individual cases through the provision of predictive HDR completions data.

Additionally, an HDR examination times paper that identifies delays in the examination process has also been provided to the JE Research Committee and the Academic Board (and its relevant committees). This paper identifies both significant delays in the examiner approval process and explores turnaround times in the thesis examination. As such, initiatives to ensure supervisors submit an examiner examination form at least a month prior to the thesis submission are required, as a thesis cannot be distributed until confirmation of all three examiners has been provided. Work to improve examination times will not only have a positive impact on the student experience (through a reduction of examination waiting times), but will also ensure earlier RTP returns in future as well as earlier realisation of capacity for further HDR enrolments.

Furthermore, it is proposed that English language proficiency requirements are removed from the rule and placed in an Admissions Standard. The criteria and wording established in clauses 7.1 and 7.2 would remain unchanged. This is proposed to provide a clear location for all English language admissions requirements at the University. Currently this information is listed (with various scores for the same test) in two parts of the Coursework Policy, the HDR Rule, the Admissions website, the Admissions Concordance Table document, and the Faculty-specific English Language Requirements document. This has resulted in discrepancies across documents. For instance, English Language Proficiency test score conversions are not aligned between the various documents detailing admissions requirements. 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 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. As such, these three different scores will need to be aligned to ensure consistency across degree-types. Removing the test results from the rule would support administrative simplification by making test conversions a procedural matter, as these scores are subject to change. Under this process, approval of the Academic Board would still be required to adjust any test score, however a change to the rule would not be required. These amendments would be accompanied by similar changes to the Coursework Policy, to align all equivalent test scores. Faculties would still be able to set higher test scores as required. The Deans Waiver in clause 7.2 would also be moved to the Academic Board’s Admissions Standard. Again, the current wording and requirements detailed in the clause would remain unchanged.

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 new coursework requirement, candidates admitted to degrees governed by Parts 2, 3, or 4 of the HDR Rule will be required to complete a minimum number of credit points of coursework. The HDR coursework requirement will
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not apply to higher doctorates governed by Part 5 of the HDR Rule. Each PhD or other Doctorate by research student 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. Minor amendments have been made to the HDR Rule to reflect applicability of provisions in Academic Board policies (in particular the Progress Planning and Review for Higher Degree by Research Students Policy 2015 and the Coursework Policy 2014) that apply to coursework undertaken as part of completion of a research degree. These amendments have been made to clauses 2.9, 3.9, 4.8, and 8.1 of the HDR Rule.

CONSULTATION

The proposal to realign the University’s submission and completion timeframes was included in the HDR Examination Times discussion paper that went to:

- HDR Examinations Subcommittee (1 May meeting);
- Academic Quality Committee (8 May meeting);
- University Executive Research Education Committee (9 May meeting);
- Graduate Studies Committee (22 May meeting); and
- University Executive Committee (as an attachment to the Completions Reporting paper) (14 June meeting).

The proposed amendments in attachment 1 will be provided to the University Executive Research and Research Education Committees, HDR Examinations Subcommittee, Academic Quality Committee, Graduate Studies Committee, the University Executive, the Academic Board, and the Senate.

ATTACHMENTS

Attachment 1: University of Sydney (Higher Degree by Research) Rule 2011
Attachment 2: EFTSL Consumption by over-time HDR Students
UNIVERSITY OF SYDNEY (HIGHER DEGREE BY RESEARCH) RULE 2011

The Senate of the University of Sydney, as the governing authority of the University of Sydney, by resolution adopts the following Rule under subsection 37 (1) of the University of Sydney Act 1989 for the purposes of the University of Sydney By-law 1999.

Adopted on: 21 March 2011
Amended on: 5 November 2012
            3 December 2012
            6 May 2013
            2 June 2014
            11 February 2015 (administrative amendments only)
            14 December 2015
            13 December 2017
Amendment effective from: 9 November 2012
                         7 December 2012
                         10 May 2013
                         6 June 2014
                         11 February 2015
                         1 January 2016
                         1 January 2018

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### PART 1 PRELIMINARY

#### 1.1 Name of Rule

This is the University of Sydney (Higher Degree by Research) Rule 2011.
1.2 Commencement

This Rule commences on 25 March 2011.

1.3 Statement of intent

This Rule deals with all higher degrees by research offered at the University. These are:

(a) Master’s degrees by research;
(b) Doctorates by research; and
(c) Higher Doctorates by research.

Note: This Rule should be read in conjunction with, but not subject to, any course resolutions applying to the degree.

1.4 Interpretation

(1) In this Rule:

| applicant | means an applicant for admission as a candidate for a higher degree by research. |
| Associate Dean | means the Associate Dean of a Faculty with authority for matters relating to higher degrees by research within the Faculty or the Deputy Chairperson of a Board of Studies or a person appointed by the Dean to have authority for matters relating to higher degrees by research within the Faculty. |
| Board of Studies | means an academic body with the same authority in relation to the supervision of an award course or courses as a Faculty, except that it is headed by a Chair rather than a Dean. |
| candidate | means a candidate for a higher degree by research. |

**completion** occurs when:

- the faculty is satisfied that the final version of the thesis meets the requirements arising from the examination; and
- the candidate complies with any conditions to which certification is subject, including but not limited to the requirement to lodge a copy of the final thesis with the University Library.

Note: See Thesis and Examination of Higher Degrees by Research Policy 2015, particularly clause 23.
cotutelle agreement means an agreement between the University and another university or institution that:

(a) permits joint candidature in the Doctor of Philosophy; and

(b) allows a candidate to receive a doctorate from the University and from the other university or institution, each testamur acknowledging the circumstances under which the award was made.

course resolutions means resolutions made by the Academic Board in accordance with clauses 2.1 and 3.1

Note: The Doctor of Philosophy is offered by the University, not by individual faculties. Accordingly, there is no power for faculties or the Academic Board to make course resolutions for the Doctor of Philosophy.

Dean means the Dean of a Faculty, the Head of School and Dean (University school) of a University school or the Chair of a Board of Studies.

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

Doctorate by research means a degree with the word “doctor” in the title comprising a minimum of two-thirds research that is approved by the Academic Board.

Note: The Academic Board will not approve a Doctorate by research unless it complies with the Australian Qualifications Framework.

English Language Proficiency Standards means the Admissions Standards – English Language Proficiency, as determined by the Academic Board from time to time.

Faculty means the relevant Faculty, University school or Board of Studies.

full-time candidature means a candidature in which the student works on the requirements for the degree for a minimum of 35 – 40 hours per week for 48 weeks per year or as stipulated by the Faculty.

good cause means circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure.

higher doctorate has the meaning given to it by clause 5.1 of this Rule.

Master’s by research means a degree with the word “Master” in the title comprising a minimum of two-thirds research that is approved by the Academic Board.

Note: The Academic Board will not approve a Master’s by research unless it complies with the Australian Qualifications Framework.
part-time candidature means a candidature in which the student works on the
requirements for the degree for a proportion of the period specified
for a full-time candidature over a proportionately longer time.

Postgraduate Coordinator means the member of academic staff with overall responsibility for
the planning and coordination of postgraduate research studies
within a faculty, school or University school.

Progress Policy means the Progress Planning and Review for Higher Degree by
Research Students Policy 2015.

progress plan means a progress plan developed in accordance with the Progress
Policy.

research period means an enrolment period set by the University and published on
its website.

Note: Research periods are published on the University’s website at:
http://sydney.edu.au/study/study-dates.html

Review Panel means a panel established in accordance with the Progress Policy.

school means the academic unit, however so called, responsible for a
student’s higher degree by research candidature. It may be called
a discipline within the University. School delegations may be
exercised by faculties.

semester means a duration of time equal to any two research periods.

student means a person who is currently admitted to candidature in an
award course of the University.

Supervisor means, in relation to a higher degree by research student, a
person appointed to discharge the responsibilities set out in the
Supervision of Higher Degree by Research Students Policy 2013.
For the purpose of this Rule, the generic term supervisor(s) will be
used to include research supervisors, co-ordinating supervisors, or
auxiliary supervisors.

thesis means the whole of the assessable work submitted by a student
for examination as required by the Thesis & Examination of Higher
Degrees by Research Policy 2015

(2) Unless the contrary appears, a provision in this Rule that specifies matters that are
to be or may be considered in relation to a determination or other decision does not
imply that they are the only matters to be considered.

(3) A delegate of the Senate is not authorised to sub-delegate (by way of an agency or
in any other way) any or all of the delegate’s delegated functions to another person
or group of persons.

(4) Delegates more senior in the lines of accountability to a delegate named in this
Rule, may exercise a delegation conferred on that named delegate.

Example: A Dean may exercise a delegation conferred on an Associate Dean. An
Associate Dean may exercise a delegation conferred on a Postgraduate Coordinator.
(5) A heading to a Part or Schedule is a provision of this Rule. Other headings are not provisions of this Rule, but the number of a section or subsection is a provision of this Rule even if it is in a heading.

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

(7) A reference to a policy or procedures includes a reference to that policy or those procedures as amended from time to time, and to any replacement policy or procedures which may be adopted in substitution for them.

(8) A reference to a committee includes a reference to any restructured or replacement committee to which the functions or responsibilities of the original committee are reassigned.

1.5 Authorities and responsibilities

(1) Authorities and responsibilities for the functions set out in this Rule are also defined in the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

(2) The procedures for consideration of, and deadlines for submission of, proposals for new and amended award courses will be determined by the Academic Board.

1.6 University may change courses and units of study

(1) Despite any policy, or the course resolutions and any other provision of the agreement between a student and the University, the University:

(a) is not obliged to offer a particular course or unit of study in any academic year; and

(b) is not liable to a student for not offering a particular course or unit of study in a particular academic year.

1.7 Overall requirements

(1) The University will not admit a person to a course unless the person:

(a) is eligible for admission to the course;

(b) applies for admission in accordance with this Rule and the course resolutions;

(c) accepts an offer made by the University for admission to the course;

(d) completes, to the satisfaction of the University, all requirements for enrolment in the course; and

(e) meets the University’s English language requirements.

1.7A Time limits

A student must meet all the requirements for a course:

(a) within the time periods specified in this Rule; and

(b) in any event, within 12 years of their first enrolment in the course.
1.8 No right to admission

Nothing in this Rule confers a right on a person to be admitted to candidature for a higher degree by research or imposes a duty on the University to admit, or offer to admit, a person to candidature for a higher degree by research.

PART 2 MASTER’S BY RESEARCH

2.1 Course resolutions

(1) The Academic Board may, on the recommendation of the Faculty, prescribe for a Master’s degree by research, standards relating to:

(a) admission requirements;
(b) course requirements
(c) candidature; and
(d) examination.

2.2 Application of this Part

(1) This Part applies to:

(a) the Master of Philosophy; and
(b) other Master’s degrees with a research component of at least two thirds of the total student load for the degree.

2.3 Eligibility for admission to candidature

(1) Subject to sub-clauses 2.3(2) and (3) and to admission requirements specified in the course resolutions, to be eligible for admission by an Associate Dean to candidature for a Master’s degree, an applicant must:

(a) hold or have completed all the academic requirements for:
   (i) a Master’s degree by coursework or research; or
   (ii) a Bachelor’s degree; or
   (iii) a qualification equivalent to a Bachelor’s degree; and
(b) meet other criteria for admission as specified in the course resolutions.

(2) An Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause 2.3(1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Graduate Studies Committee relevant faculty committee are equivalent to those prescribed in subclause 2.3(1).
(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause 2.3(2) such conditions as the Associate Dean considers appropriate.

2.4 Application for admission to candidature

(1) An applicant for admission to candidature for a Master’s degree must submit to the relevant Faculty:

(a) if required by the course resolutions, a proposed course of advanced study and research, approved by the Associate Dean of the school in which the work is to be undertaken;

(b) satisfactory evidence of the applicant’s eligibility for admission; and

(c) a statement certifying the applicant’s understanding that, subject to this Rule, if the candidature is successful, his or her thesis will be lodged with the Director, University Libraries and made available for use.

2.5 Probationary admission to candidature

(1) Where provision is made for probationary admission in the course resolutions, the Associate Dean may admit a student to candidature for a Master’s degree on a probationary basis for a period not exceeding four research periods.

(2) On completion by the student of any probationary period imposed pursuant to sub-clause 2.5(1), the Postgraduate Coordinator will review the student’s work and recommend to the Associate Dean that:

(a) the student’s candidature be confirmed; or

(b) the student be required to show good cause why he or she should be permitted to continue the candidature.

(3) After considering a recommendation made by the Postgraduate Coordinator in accordance with sub-clause 2.5(2), the Associate Dean may:

(a) confirm the student’s candidature; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

Note: See clause 2.13 for details of the ‘show good cause’ process.

(4) The candidature of a student that is confirmed in accordance with sub-clause 2.5(3)(a) will be considered by the University to have commenced on the date of the student’s probationary admission to candidature.

2.6 Credit for previous studies

(1) Subject to sub-clause 2.6(2), a student who, at the date of admission to candidature, has completed at least two research periods as a candidate for a higher degree by research in any Faculty of the University may be permitted by the Associate Dean to receive credit for all or any part of the higher degree candidature.

(2) The Associate Dean may grant credit in accordance with sub-clause 2.6(1), provided that the student’s higher degree candidature was:
(a) a course of full-time or part-time advanced study and research;
(b) pursued by the student under the supervision of a supervisor appointed by the relevant Faculty, University school or Board of Studies;
(c) directly related to the student’s proposed course of advanced study for the Master’s degree; and
(d) the student has discontinued his or her candidature in the higher degree.

(3) Subject to sub-clause 2.6(4), and to the course resolutions, a student who, at the date of admission to candidature, has completed at least six months as a candidate for a higher degree at another university or institution may be permitted by the Associate Dean to receive credit for all or any part of the higher degree candidature.

(4) The Associate Dean may grant credit in accordance with sub-clause 2.6(3), provided that:
(a) at the time of admission to the higher degree by research at the other university or institution, the student held academic qualifications equivalent to those set out in clause 2.3;
(b) the higher degree candidature was:
(i) a course of full-time or part-time advanced study and research;
(ii) pursued by the student under the supervision of a supervisor appointed by the other university or institution; and
(iii) directly related to the student’s proposed course of advanced study for the Master’s degree; and
(c) the student has discontinued his or her candidature in the higher degree at the other university or institution.

(5) Where the course resolutions specify the completion of coursework as part of the requirements of the award, and subject to the course resolutions and the Coursework Policy 2014, the Associate Dean may grant a student credit for previously completed coursework.

2.7 Limit on credit for previous studies

The amount of credit for previous studies that may be granted to a student in accordance with clause 2.6 is limited by the following requirements:

(a) the combined duration of the student’s previous higher degree candidature and the Master’s candidature must meet the requirements set out in clauses 2.18A, 2.19 and 2.20 of this Rule;
(b) any period of discontinued, suspended or lapsed candidature (as set out in clauses 2.14 to 2.16 of this Rule) must comply with this Rule and with standards set by the Academic Board; and
(c) no student who has been granted credit may present a thesis for examination less than:
(i) six months, for a full-time student; or
(ii) twelve months, for a part-time student;
following admission to candidature at the University.
2.8 Control of candidature

(1) All candidates for a Master’s degree are required to undertake their candidature wholly under the control of the University.

(2) The Associate Dean may require a student to provide a statement from their employer acknowledging that the candidature is under the exclusive control of the University.

2.9 Other studies during candidature

(1) A student must satisfactorily complete any training required by any of:

   (a) Academic Board policies;
   (b) the Associate Dean;
   (c) the Deputy Vice-Chancellor (Education) or their Supervisor;
   (d) including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work.

Note: In accordance with this Rule, a Master’s degree must comprise a minimum of two-thirds research.

(2) Failure satisfactorily to complete training documented in the student’s progress plan satisfactorily may be considered as evidence of unsatisfactory progress.

(3) A Faculty may decline to examine a thesis if the student has not satisfactorily completed training documented in the progress plan.

2.10 Supervision

The Postgraduate Coordinator will appoint suitably qualified supervisors for each student undertaking a Master’s degree by research, in accordance with policy for supervision determined by the Academic Board.

Note: See also Supervision of Higher Degree by Research Students Policy 2013

2.11 Location of candidature

(1) Subject to the annual approval of the supervisors and Postgraduate Coordinator, students will pursue their candidature:

   (a) within the University, including its research stations and teaching hospitals;
   (b) on fieldwork, including in the field or in libraries, museums or other repositories;
(c) within industrial laboratories or research institutions or other institutions considered by the Postgraduate Coordinator to provide adequate facilities for that candidature; or
(d) within a professional working environment.

(2) Throughout the course of his or her candidature, a student will attend the University for such:
(a) face-to-face consultation with his or her supervisors;
(b) School and Faculty or University school seminars; and
(c) coursework or other studies required under clause 2.9 of this Rule; as specified annually by the Postgraduate Coordinator.

(3) Subject to sub-clause 2.11(4), a student who pursues his or her candidature outside Australia must complete a minimum of two research periods of candidature within the University prior to submitting his or her thesis for examination.

(4) For the purposes of sub-clause 2.11(3), the two research periods of candidature to be completed within the University may be completed:
(a) at any time during the candidature; and
(b) continuously or in several non-consecutive periods.

2.12 Progress

(1) At intervals no longer than one year, Postgraduate Coordinators must require students to:
(a) provide evidence of satisfactory progress in their candidature (including any required progress and review forms); and
(b) participate in a progress review interview.

(2) Satisfactory progress will be assessed by a Review Panel in accordance with the Progress Policy.

(3) On the basis of any evidence provided by the student and any information obtained during the interview, the Postgraduate Coordinator may determine that the student:
(a) has demonstrated satisfactory or marginal progress, and specify the conditions of candidature to apply the following year; or
(b) has demonstrated unsatisfactory progress, and:
   (i) allow the student to continue to be enrolled with conditions, including a supplementary progress review in accordance with the Progress Policy; or
   (ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(4) When determining the conditions of candidature to apply the following year, the Postgraduate Coordinator must indicate whether they or she are is satisfied that the proposed supervision arrangements are satisfactory.

(5) After considering a recommendation made by the Postgraduate Coordinator in accordance with subclause paragraph 2.12(3)(b)(ii), the Associate Dean may:
(a) allow the student’s candidature to continue and specify the conditions of candidature to apply the following year; or
(b) require the student to show good cause why he or she they should be permitted to continue the candidature.

2.13 Students may be required to show good cause

(1) An Associate Dean may require a student to show good cause:
   (a) following a progress review, in accordance with paragraph subclauses 2.5(3)(b) or 2.12(5)(b);
   (b) if the student has not submitted his or her thesis for examination by the latest date to do so as required by clause 2.20; or
   (c) at any other time, on the recommendation of the Postgraduate Co-ordinator.

(2) A student who is required to show good cause will be sent a notice that:
   (a) requires the student to show good cause why he or she they should be permitted to continue the candidature, on or before a specified date;
   (b) states why the student is being asked to show good cause;
   (c) sets out the actions that may be taken in respect of the candidature; and
   (d) advises the student of his or her right to seek independent advice and assistance in preparing his or her response.

(3) The Associate Dean must give the student a reasonable opportunity to make written submissions about the matter.

(4) If, after considering any submissions made by the student, progress reports, any reports by the supervisors or Postgraduate Coordinator, and any other relevant information, the Associate Dean forms the opinion that the student has shown good cause, the Associate Dean will permit the student to continue the candidature.

(5) If, after considering the information referred to in sub-clause 2.13(4), the Associate Dean forms the opinion that the student has not shown good cause, the Associate Dean must, by written notice setting out his or her reasons:
   (a) terminate the student’s candidature; or
   (b) impose conditions or restrictions on the continuation of the student’s candidature.

Note: For review of these decisions see University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

(6) In addition to the decision made under sub-clause 2.13(4) or sub-clause 2.13(5), the Associate Dean might may also offer the student the option to transfer to another course within the Faculty for which the student is eligible. The Associate Dean may impose conditions or restrictions on that offer. Transfer of course.

(7) A person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with sub-clause 2.13(5)(a) will not be permitted to re-enrol in that candidature.

(8) Where a person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with sub-clause 2.13(5)(a), that
person may be excluded by the Associate Dean from applying for admission to a higher degree by research within the Faculty for the longer period of:

(a) at least two academic years; or

(b) if the person is applying for a Research Training Program place, the period of time until the person is entitled to the maximum period allowed for the course under the Research Training Program.

Note: As at the date of this Rule, detailed information about entitlement for Research Training Program can be found in Research Training Program: Conditions of Grant, which can be found at https://www.education.gov.au/research-training-program

2.14 Discontinuation of candidature

(1) Subject to this clause and the course resolutions, a student in a course may, by notice to the Faculty, discontinue his/her enrolment in the course or in one or more units of study.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) A student’s enrolment in the course or the relevant units of study will be treated as discontinued from the date of the notice, unless he/she produces evidence that:

(a) the discontinuation occurred at an earlier date; and

(b) there was good reason why the application could not be made at an earlier time.

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

(a) the Associate Dean granted prior permission to re-enrol; or

(b) the student applies for and gains a new admission to the course.

(5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with paragraphs sub-clauses 2.14(3)(a) and (b).

2.15 Suspension of candidature

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

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

(b) with the approval of the Associate Dean, for a longer period.

(2) The notice must be in a form approved or accepted by the Faculty.

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

(1) If a student does not enrol by the last census date for enrolment in each research period, and the student has not discontinued or sought approval to suspend enrolment, the student’s candidature lapses.

(2) If a student’s candidature in a course lapses, then, despite any contrary provision in this Rule, the student must apply for and gain a new admission to the course in order to re-enrol.

2.17 Return to candidature

(1) Subject to written advice from the Associate Dean, if a student returns to candidature after suspension the course requirements as in force at the time of the student’s return to candidature apply.

(2) The Associate Dean may, in writing, modify the application of the course resolutions with respect to a particular student’s return to candidature.

(3) A student whose candidature has been discontinued or lapsed must apply for and gain a new admission to the course in order to re-enrol. The course requirements in place at the time of the new admission apply.

2.18 Leave of absence

Subject to the course resolutions, a student may, with the approval of the Postgraduate Coordinator, take leave of absence from the course for a period less than one research period.

2.18A Maximum time for completion

(1) The provisions of this clause apply to all candidatures commenced on or after 1 January 2019.

(2) Candidature for the full-time Master’s by Research should be completed by the end of the eighth research period after the research period in which they first enrolled.

(3) Candidature for the part-time Master’s by Research should be completed by the end of the 16th research period after the research period in which they first enrolled.

(4) Any credit granted under clause 2.6 of this Rule will be included for the purposes of calculating research periods under subclause 2.18A(2).

(4)(5) Subject to the maximum time limit specified in clause 1.7A, the relevant Associate Dean may extend the time for a student’s completion in exceptional circumstances.

2.19 Earliest date for submission of thesis for examination

Subject to clause 2.7 and this clause 2.19:

(a) a student may not submit a thesis for examination until he or she has they have completed at least four research periods of full-time enrolled
candidature or at least eight research periods of part-time enrolled candidature; and

(b) for the purposes of paragraph sub-clause 2.19(a), a student’s candidature will be considered to include any periods of credit granted under clause 2.6.

(c) the student must be enrolled at the time that the thesis is submitted for examination.

2.20 Latest date for submission of thesis for examination

(1) The following provisions apply to candidatures commenced before 1 January 2019.

(a) Subject to clause 2.7 and this clause 2.20, a student who has undertaken all of his or her candidature on a full-time basis must submit his or her thesis for examination after no more than eight research periods of enrolled candidature.

(i) for the purposes of sub-clause 2.20(1)(a), a student’s candidature will be considered by the University to include any periods of credit granted under clause 2.6.

(ii) for the purposes of paragraph sub-clause (a)(i), a student’s candidature will be considered by the University to include any periods of credit granted under clause 2.6.

(d)(b) Subject to this clause, a student who has undertaken all of his or her candidature on a part-time basis must submit his or her thesis for examination after no more than 16 research periods of enrolled candidature.

(e)(c) Where a student has undertaken his or her candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit his or her thesis for examination after no more than the equivalent of eight full-time research periods of enrolled candidature.

(f)(d) The Associate Dean may approve an extension of candidature with a latest date for submission of thesis for examination beyond the maximum period specified in this clause.

(e) The student must be enrolled at the time that the thesis is submitted for examination.

(2) The following provisions apply to candidatures commenced on or after 1 January 2019.

(a) Subject to clause 2.7 and this clause 2.20, a student who has undertaken all of their candidature on a full-time basis must submit their thesis for examination after no more than six-seventy research periods of enrolled candidature.

(b) Except with the approval of the relevant Associate Dean under subclause (2)(d), a student who has undertaken all of their candidature on a part-time basis must submit their thesis for examination after no more than 14 research periods of enrolled candidature.

(c) Where a student has undertaken their candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the
student must submit their thesis for examination after no more than the equivalent of eight full-time research periods of enrolled candidature.

(d) The Associate Dean may only approve an extension of the latest date for submission of a student’s thesis in exceptional circumstances.

(e) The student must be enrolled at the time that the thesis is submitted for examination.

(5)——

### 2.21 Content of thesis

(1) At the end of his or her course of advanced study and research, the student must submit a thesis for examination in the form required by Academic Board policy or procedures and any applicable course resolutions.

(2) Subject to sub-clause 2.21(3), a student may not submit as his or her thesis any work that has been presented for a degree or diploma at the University or at another university or institution.

(3) A student may submit work that has been presented for a degree or diploma at the University or at another university or institution where the work is submitted as part of the thesis, and the student has identified those parts of the thesis that have previously been presented for a degree or diploma.

(4) A student who undertook his or her candidature in a language school in the Faculty of Arts and Social Sciences may:

(a) submit a thesis written in English or in the target language determined by the school; or

(b) where a school has specified by means of a Faculty resolution that it will consider applications to submit a thesis in a language other than English or the target language of the school, submit a thesis in another language approved by the school.

(5) Applications to submit a thesis in a language other than English or the target language of a school must be:

(a) made by an applicant in writing; and

(b) considered and determined by the Associate Dean (taking into account arrangements for supervision and examination); prior to the commencement of candidature.

### 2.22 Form of thesis for examination

(1) A candidate must submit his or her thesis for examination in the form required by the Academic Board.

(2) The thesis must be accompanied by a certificate from the co-ordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory.

(3) The thesis must also be accompanied by an abstract in a form prescribed by resolution of the Academic Board.
(4) Subject to this Rule, the student must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for use.

2.23 Examination procedures

The examination of candidates for the degree of Master's by research will be conducted in accordance with the course resolutions and with policies, procedures, standards and guidelines determined by the Academic Board.

2.24 Aegrotat and posthumous awards

Aegrotat and posthumous awards may be made in circumstances involving serious illness or death.

PART 3 DOCTORATES BY RESEARCH OTHER THAN THE DOCTOR OF PHILOSOPHY

3.1 Course resolutions

(1) The Academic Board may, on the recommendation of the Faculty, prescribe for a Doctorate by research other than the Doctor of Philosophy, standards relating to:

(a) admission requirements;
(b) degree requirements;
(c) candidature; and
(d) examination.

3.2 Application and meaning of this Part

This Part applies to Doctorates by research other than the Doctor of Philosophy and Higher Doctorates.

3.3 Eligibility for admission to candidature

(1) Subject to sub-clauses 3.3(2) and (3) and to admission requirements specified in the course resolutions, to be eligible for admission by an Associate Dean to candidature for a Doctorate by research other than a Doctor of Philosophy, an applicant must:

(a) hold or have completed all the academic requirements for:

(i) a Master’s degree by research or higher qualification; or
(ii) a Master’s degree by coursework including a research component equivalent to 25% of one year’s full-time enrolment; or
(iii) a Bachelor’s degree with first or second class honours; or
(iv) a Bachelor’s degree and either relevant professional experience or a portfolio of works as determined by the Faculty; and

(b) meet other criteria for admission as specified in the course resolutions.

(2) An Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause 3.3(1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Graduate Studies Committee or relevant faculty committee are equivalent to those prescribed in sub-clause 3.3(1).

(3) The Associate Dean may impose on a student admitted to candidature pursuant to sub-clause 3.3(2) such conditions as the Associate Dean considers appropriate.

3.4 Application for admission to candidature

(1) An applicant for admission to candidature for a Doctorate by research other than the Doctor of Philosophy must submit to the relevant Faculty:

(a) if required by the course resolutions, a proposed course of advanced study and research, approved by the Associate Dean, in consultation with the Postgraduate Coordinator of the school in which the work is to be undertaken;

(b) satisfactory evidence of the applicant’s eligibility for admission; and.

(c) a statement certifying the applicant’s understanding that, subject to this Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for use.

3.5 Probationary admission to candidature

(1) Where provision is made for probationary admission in the course resolutions, the Associate Dean may admit a student to candidature for a Doctorate other than a PhD on a probationary basis for a period not exceeding four research periods.

(2) On completion by the student of any probationary period imposed pursuant to sub-clause 3.5(1), the relevant Head of School or Postgraduate Coordinator will review the student’s work and recommend to the Associate Dean that:

(a) the student’s candidature be confirmed; or

(b) the student be required to show good cause why he or she should be permitted to continue the candidature.

(3) After considering a recommendation made by the relevant Head of School or Postgraduate Coordinator in accordance with sub-clause 3.5(2), the Associate Dean may:

(a) confirm the student’s candidature; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

Note: See clause 3.13 for details of the ‘show good cause’ process.

(4) The candidature of a student that is confirmed in accordance with paragraph subclause 3.5(3)(a) will be considered by the University to have commenced on the date of the student’s probationary admission to candidature.
3.6 Credit for previous studies

(1) Subject to sub-clause 3.6(2), a student who, at the date of admission to candidature, has completed at least two research periods as a candidate for a higher degree by research in any Faculty of the University may be permitted by the Associate Dean to receive credit for all or any part of the higher degree candidature.

(2) The Associate Dean may grant credit in accordance with sub-clause 3.6(1), provided that the student’s previous higher degree candidature was:

(a) a course of full-time or part-time advanced study and research;

(b) pursued by the student under the supervision of a supervisor appointed by the relevant Faculty, University school or Board of Studies;

(c) directly related to the student’s proposed course of advanced study for the Doctoral degree; and

(d) the student has discontinued his or her candidature in the previous higher degree.

(3) Subject to sub-clause 3.6(4), a student who, at the date of admission to candidature, has completed at least six months as a candidate for a higher degree by research at another university or institution may be permitted by the Associate Dean to receive credit for all or any part of the previous higher degree candidature.

(4) The Associate Dean may grant credit in accordance with sub-clause 3.6(3), provided that:

(a) at the time of admission to the higher degree at the other university or institution, the student held academic qualifications equivalent to those set out in clause 3.3;

(b) the previous higher degree by research candidature was:

(i) a course of full-time or part-time advanced study and research;

(ii) pursued by the student under the supervision of a supervisor appointed by the other university or institution; and

(iii) directly related to the student’s proposed course of advanced study for the Doctoral degree by research; and

(c) the student has discontinued his or her candidature in the previous higher degree by research at the other university or institution.

(5) Where the course resolutions specify the completion of coursework as part of the requirements of the award, and subject to the course resolutions and the Coursework Policy 2014, the Associate Dean may grant a student credit for previously completed coursework.

3.7 Limit on credit for previous studies

(1) The amount of credit for previous studies that may be granted to a student in accordance with clause 3.6 is limited by the following requirements:

(a) the combined duration of the student’s previous higher degree by research candidature and the Doctoral candidature must meet the requirements set out in clauses 3.18A, 3.19 and 3.20 of this Rule;
(b) any period of discontinued, suspended or lapsed candidacy (as set out in clauses 3.14 to 3.16 of this Rule) must comply with standards set by the Academic Board and this Rule; and

(c) no student who has been granted credit may present a thesis for examination less than:
   
   (i) six months, for a full-time student; or
   
   (ii) twelve months, for a part-time student;

   following admission to candidacy at the University.

3.8 Control of candidature

(1) All candidates for a Doctoral degree by research are required to undertake their candidacy wholly under the control of the University.

(2) The Associate Dean may require a student who is employed by an institution to provide a statement by the relevant employer acknowledging that the candidacy is under the exclusive control of the University.

3.9 Other studies during candidature

(1) A student must satisfactorily complete any training required by any of:
   
   (a) Academic Board policies;
   
   (b) the Associate Dean;
   
   (c) the Deputy Vice-Chancellor (Education) or
   
   (d) their Supervisor;

   including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work.

(2) Failure satisfactorily to complete training documented in the student’s progress plan satisfactorily may be considered as evidence of unsatisfactory progress.

(3) A Faculty may decline to examine a thesis if the student has not satisfactorily completed training documented in the progress plan.

3.10 Supervision

The relevant Postgraduate Coordinator will appoint suitably qualified supervisors for each student undertaking a Doctoral degree by research in accordance with policy for supervision determined by the Academic Board.

Note: See also Supervision of Higher Degree by Research Students Policy 2013
3.11 Location of candidature

(1) Subject to the annual approval of the supervisors and the Postgraduate Coordinator, students will pursue their candidature:
   (a) within the University, including its research stations and teaching hospitals;
   (b) on fieldwork, including in the field or in libraries, museums or other repositories;
   (c) within industrial laboratories or research institutions or other institutions considered by the Head of Department to provide adequate facilities for that candidature; or
   (d) within a professional working environment.

(2) Throughout the course of his or her candidature, a student will attend the University for such:
   (a) face-to-face consultation with his or her supervisors;
   (b) School and Faculty or University school seminars; and
   (c) coursework or other studies required under clause 3.9 of this Rule; as specified annually by the Postgraduate Coordinator.

(3) Subject to sub-clauses 3.11(4) and (5), a student who pursues his or her candidature outside Australia must complete a minimum of four research periods of candidature within the University prior to submitting his or her thesis for examination.

(4) For the purposes of sub-clause 3.11(3), the four research periods of candidature to be completed within the University may be completed:
   (a) at any time during the candidature; and
   (b) continuously or in several non-consecutive periods.

(5) A student granted credit under clause 3.6 must complete a minimum of two research periods of candidature within the University prior to submitting his or her thesis for examination.

3.12 Progress

(1) At intervals no greater than one year, Postgraduate Coordinators must require students to:
   (a) provide evidence of satisfactory progress in their candidature (including any required progress and review forms); and
   (b) participate in a progress review interview.

(2) Satisfactory progress will be assessed by a Review Panel in accordance with the Progress Policy.

(3) On the basis of any evidence provided by the student and any information obtained during the interview, the Postgraduate Coordinator may determine that the student:
   (a) has demonstrated satisfactory or marginal progress, and specify the conditions of candidature to apply the following year; or
   (b) has demonstrated unsatisfactory progress, and:
(i) allow the student to continue to be enrolled with conditions, including a supplementary progress review in accordance with the Progress Policy; or
(ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(4) When determining the conditions of candidature to apply the following year, the Postgraduate Coordinator must indicate whether he or she is satisfied that the proposed supervision arrangements are satisfactory.

(5) After considering a recommendation made by the Postgraduate Coordinator in accordance with sub-clause paragraph 3.12(3)(b)(ii), the Associate Dean may:
   (a) allow the student's candidature to continue and specify the conditions of candidature to apply the following year; or
   (b) require the student to show good cause why he or she should be permitted to continue the candidature.

### 3.13 Students may be required to show good cause

(1) An Associate Dean may require a student to show good cause:
   (a) following a progress review, in accordance with paragraph sub-clause 3.5(3)(b) or sub-clause 3.12(5)(b);
   (b) if the student has not submitted his or her thesis for examination by the latest date to do so, as required by clause 3.20; or
   (c) at any other time, on the recommendation of the Postgraduate Coordinator.

(2) A student who is required to show good cause will be sent a notice that:
   (a) requires the student to show good cause why he or she should be permitted to continue the candidature, on or before a specified date;
   (b) states why the student is being asked to show good cause;
   (c) sets out the actions that may be taken in respect of the candidature; and
   (d) advises the student of his or her right to seek independent advice and assistance in preparing his or her response.

(3) The Associate Dean must give the student a reasonable opportunity to make written submissions about the matter.

(4) If, after considering any submissions made by the student, progress reports, any reports by the supervisors or the Postgraduate Coordinator, and any other relevant information, the Associate Dean forms the opinion that the student has shown good cause, the Associate Dean will permit the student to continue the candidature.

(5) If, after considering the information referred to in sub-clause 3.13(4), the Associate Dean forms the opinion that the student has not shown good cause, the Associate Dean must, by written notice setting out his or her reasons:
   (a) terminate the student's candidature; or
   (b) impose conditions or restrictions on the continuation of the student's candidature.
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Note. For review of these decisions see University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

(6) In addition to the decision made under sub-clause 3.13(4) or sub-clause 3.13(5), the Associate Dean may offer the student the option to transfer to another course within the Faculty for which the student is eligible. The Associate Dean may impose conditions or restrictions on that offer of transfer of course.

(7) A person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with 3.13(5)(a) will not be permitted to re-enrol in that candidature.

(8) Where a person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with sub-clause 3.13(5)(a), that person may be excluded by the Associate Dean from applying for admission to a higher degree by research within the Faculty for the longer period of:

(a) at least two academic years; or
(b) if the person is applying for a Research Training Program place, the period of time until the person is entitled to the maximum period allowed for the course under the Research Training Program.

Note: As at the date of this Rule, detailed information about entitlement for Research Training Program can be found in Research Training Program: Conditions of Grant, which can be found at https://www.education.gov.au/research-training-program

3.14 Discontinuation of candidature

(1) Subject to this clause and the course resolutions, a student in a course may, by notice to the Faculty, discontinue his or her enrolment in the course or in one or more units of study.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) A student's enrolment in the course or the relevant units of study will be treated as discontinued from the date of the notice, unless he or she produces evidence that:

(a) the discontinuation occurred at an earlier date; and
(b) there was good reason why the application could not be made at an earlier time.

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

(a) the Associate Dean granted prior permission to re-enrol; or
(b) the student applies for and gains a new admission to the course.

(5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with sub-clauses 3.14(3)(a) and (b).

3.15 Suspension of candidature

(1) Subject to the course resolutions, and to any restrictions imposed on student visa holders by the Education Services for Overseas Students Act 2000, a student in a
course may, by notice to the Faculty, suspend his or her enrolment in the course:
(a) for a maximum period of one year; or
(b) with the approval of the Associate Dean, for a longer period.
(2) The notice must be in a form approved or accepted by the Faculty.
(3) At the end of the suspension period, the student must comply with any requirements notified by the Associate Dean for completing the course. Those requirements apply to the student, despite anything to the contrary in the course resolutions.

3.16 Lapse of candidature
(1) If a student does not enrol by the last census date for enrolment in each research period, and the student has not discontinued or sought approval to suspend enrolment, the student's candidature lapses.
(2) If a student's candidature in a course lapses, then, despite any contrary provision in this Rule, the student must apply for and gain a new admission to the course in order to re-enrol.

3.17 Return to candidature
(1) Subject to written advice from the Associate Dean, if a student returns to candidature after suspension, the course requirements as in force at the time of the student's return to candidature apply.
(2) The Associate Dean may, in writing, modify the application of the course resolutions with respect to a particular student's return to candidature.
(3) A student whose candidature has been discontinued or lapsed must apply for and gain a new admission to the course in order to re-enrol. The course requirements in place at the time of the new admission apply.

3.18 Leave of absence
Subject to the course resolutions, a student may, with the approval of the Postgraduate Coordinator, take leave of absence from the course for a period less than one research period.

3.18A Maximum time for completion
(1) The provisions of this clause apply to all candidatures commenced on or after 1 January 2019.
(2) Candidature for the full-time Doctorate by Research should be completed by the end of the 16th research period after the research period in which they first enrolled.
(3) Candidature for the part-time Doctorate by Research should be completed by the end of the 32nd research period after the research period in which they first enrolled.
(4) Any credit granted under clause 3.6 and 3.7 of this Rule will be included for the purposes of calculating research periods under subclause 3.18A(2).

(4)(5) Subject to the maximum time limit specified in clause 1.7A, the relevant Associate Dean may extend the time for a student’s completion in exceptional circumstances.

3.19 Earliest date for submission of thesis for examination

(1) For the purposes of this clause, a student’s candidature will be considered by the University to include any periods of credit granted under clause 3.6 of this Rule.

(1) Subject to clauses 3.6 and 3.7 and this clause 3.19 a student may not submit a thesis for examination until he or she has completed at least 12 research periods of full-time enrolled candidature, or at least 24 research periods of part-time enrolled candidature.

(2) The Associate Dean may permit a student to submit a thesis for examination up to two research periods earlier than the period prescribed in sub-clause 3.19(1), provided that the Associate Dean is satisfied that the student has made exceptional progress in his or her candidature.

(3) The Chair of the Academic Board may permit a student to submit a thesis earlier than the periods prescribed in sub-clauses 3.19(1) and (2), provided that the Chair of the Academic Board is satisfied that the student has made exceptional progress in his or her candidature.

(4) Prior to exercising his or her discretion under sub-clause 3.19(3), the Chair of the Academic Board may obtain advice from the Chair of the Graduate Studies Committee of the Academic Board, Dean or Associate Dean.

(5) The student must be enrolled at the time that the thesis is submitted for examination.

3.20 Latest date for submission of thesis for examination

(1) The following provisions apply to candidatures commenced before 1 January 2019.

(a) Subject to clause 3.6 and this clause 3.20, a student who has undertaken all of his or her candidature on a full-time basis must submit his or her thesis for examination:

(i) after no more than 16 research periods of enrolled candidature; and

(ii) for the purposes of paragraph (a), a student’s candidature will be considered by the University to include any periods of credit granted under clause 3.6.

(b) Subject to this clause, a student who has undertaken all of his or her candidature on a part-time basis must submit his or her thesis for examination after no more than 32 research periods of enrolled candidature.

(c) Where a student has undertaken his or her candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit his or her thesis for examination after no more than the equivalent of 16 full-time research periods of enrolled candidature.
(d) The Associate Dean may approve an extension of candidature with a new latest date for submission of thesis for examination beyond the maximum period specified in this clause.

(e) The student must be enrolled at the time that the thesis is submitted for examination.

(2) The following provisions apply to candidatures commenced on or after 1 January 2019.

(a) Subject to clause 3.6 and this clause 3.20, a student who has undertaken all of their candidature on a full-time basis must submit their thesis for examination after no more than 14 research periods of enrolled candidature.

(b) Except with the approval of the relevant Associate Dean under subclause (2)(d), a student who has undertaken all of their candidature on a part-time basis must submit their thesis for examination after no more than 28 research periods of enrolled candidature.

(c) Where a student has undertaken their candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit their thesis for examination after no more than the equivalent of 14 full-time research periods of enrolled candidature.

(d) The Associate Dean may only approve an extension of the latest date for submission of a student's thesis under exceptional circumstances.

(e) The student must be enrolled at the time that the thesis is submitted for examination.

3.21 Content of thesis

(1) At the end of their course of advanced study and research, the student must submit a thesis for examination in the form required by Academic Board policy or procedures and any applicable course resolutions.

(2) Subject to sub-clause 3.21(3), a student may not submit as their thesis any work that has been presented for a degree or diploma at the University or at another university or institution.

(3) A student may submit work that has been presented for a degree or diploma at the University or at another university or institution where the work is submitted as part of the thesis, and the student has identified those parts of the thesis that have previously been presented for a degree or diploma.

(4) A student who undertook candidature in a language school in the Faculty of Arts and Social Sciences may:

(a) submit a thesis written in English or in the target language determined by the school; or

(b) where a school has specified by means of a Faculty resolution that it will consider applications to submit a thesis in a language other than English or the target language of the school, submit a thesis in another language approved by the school.

(5) Subject to the course resolutions, applications to submit a thesis in a language other than English or the target language of a school must be:

(a) made by an applicant in writing; and
considered and determined by the Associate Dean (taking into account arrangements for supervision and examination); prior to the commencement of candidature.

3.22 Form of thesis for examination

(1) A candidate must submit his or her thesis for examination in the form required by the Academic Board.

(2) The thesis must be accompanied by a certificate from the co-ordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory.

(3) The thesis must also be accompanied by an abstract in a form required by the Academic Board.

(4) Subject to this Rule, the student must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for use.

3.23 Examination procedures

(1) The examination of candidates for a Doctorate by research will be conducted in accordance with the course resolutions and with standards and guidelines determined by the Academic Board.

(2) Where the course resolutions do not specify examination procedures, the examination of candidates for a Doctorate by research will be conducted in accordance with procedures prescribed by the Academic Board for the Doctor of Philosophy.

3.24 Aegrotat and posthumous awards

Aegrotat and posthumous awards may be made in circumstances involving serious illness or death.

PART 4 DOCTOR OF PHILOSOPHY

4.1 Application of this part

This Part applies to the degree of Doctor of Philosophy.

4.2 Eligibility for admission to candidature

(1) Subject to sub-clauses 4.2(2) and (3), to be eligible for admission by the Associate Dean to candidature for the Doctor of Philosophy, an applicant must:

(a) hold or have completed all the academic requirements for:
(i) a Master’s degree by research or higher level degree; or
(ii) a Master’s degree by coursework including a research component equivalent to 25% of one year’s full-time enrolment; or
(iii) a Bachelor’s degree with first or second class honours; and
(b) meet additional criteria for admission to the degree as specified by the Faculty.

(2) An Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause 4.2(1), provided that the applicant holds or has completed all the requirements for a Bachelor’s degree, and:
(a) has obtained a high distinction or distinction in the highest course available in the subject or subjects relevant to the proposed course of advanced study and research; or
(b) has completed a period of relevant full-time or part-time advanced study and research towards a Master’s degree by research at the University, at such a standard as demonstrates to the satisfaction of the Associate Dean that the applicant is suitably prepared in the field of study to undertake the Doctor of Philosophy. Students admitted on this basis will be granted credit for their candidature in the Master’s degree, consistently with clause 4.5.

(3) The Chair of the Graduate Studies Committee of Academic Board may admit to candidature an applicant who does not meet the requirements of sub-clauses 4.2(1) or (2), provided that the applicant holds qualifications that, in the opinion of the Chair of the Graduate Studies Committee on the recommendation of the Associate Dean, are equivalent to those prescribed in sub-clauses 4.2(1) or (2).

(4) The Chair of the Graduate Studies Committee of Academic Board may impose on a student admitted to candidature pursuant to sub-clause 4.2(3) such conditions as the Chair considers appropriate.

4.3 Application for admission to candidature

(1) An applicant for admission to candidature for the degree of Doctor of Philosophy must submit to the relevant Faculty:
(a) a proposed course of advanced study and research, approved by the Associate Dean, in consultation with the Postgraduate Coordinator of the school in which the work is to be undertaken; and
(b) satisfactory evidence of the applicant’s eligibility for admission; and
(c) a statement certifying the applicant’s understanding that, subject to this Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for use.

4.4 Probationary admission to candidature

(1) The Associate Dean may admit a student to candidature for the degree of Doctor of Philosophy on a probationary basis for a period not exceeding four research periods.

(2) On completion by the student of any probationary period imposed pursuant to sub-clause 4.4(1), the Postgraduate Coordinator will review the student’s work and recommend to the Associate Dean that:
(a) the student’s candidature be confirmed; or

(b) the student be required to show good cause why he or she should be permitted to continue the candidature.

(3) After considering a recommendation made by a Postgraduate Coordinator in accordance with sub-clause 4.4(2), the Associate Dean may:

(a) confirm the student’s candidature; or

(b) require the student to show good cause why he or she should be permitted to continue the candidature.

Note: See clause 4.12 for details of the ‘show good cause’ process.

(4) The candidature of a student that is confirmed in accordance with paragraph subclause 4.4(3)(a) will be considered by the University to have commenced on the date of the student’s probationary admission to candidacy.

4.5 Credit for previous studies

(1) Subject to sub-clause 4.5(2), a student who, at the date of admission to candidacy, has completed at least two research periods as a candidate for a higher degree by research in any Faculty of the University may be permitted by the relevant Associate Dean to receive credit for all or any part of the higher degree candidature.

(2) The Associate Dean may grant credit in accordance with sub-clause 4.5(1), provided that the student’s higher degree candidature was:

(a) a course of full-time or part-time advanced study and research;

(b) pursued by the student under the supervision of a supervisor appointed by the relevant Faculty, University school or Board of Studies;

(c) directly related to the student’s proposed course of advanced study for the degree of Doctor of Philosophy; and

(d) the student has discontinued his or her candidature in the previous higher degree.

(3) Subject to sub-clause 4.5(4), a student who, at the date of admission to candidacy, has completed at least six months as a candidate for a higher degree at another university or institution may be permitted by the Associate Dean to receive credit for all or any part of the higher degree candidature.

(4) The Associate Dean may grant credit in accordance with sub-clause 4.5(3), provided that:

(a) at the time of admission to the higher degree by research at the other university, or institution, the student held academic qualifications equivalent to those set out in clause 4.2;

(b) the higher degree candidature was:

(i) a course of full-time or part-time advanced study and research;

(ii) pursued by the student under the supervision of a supervisor appointed by the other university or institution; and

(iii) directly related to the student’s proposed course of advanced study for the degree of Doctor of Philosophy; and
(c) the student has discontinued his or her candidature in the higher degree at the other university or institution.

4.6 Limit on credit for previous studies

(1) The amount of credit for previous studies that may be granted to a student in accordance with clause 4.5 is limited by the following requirements:

(a) the combined duration of the student’s previous higher degree candidature and the Doctor of Philosophy candidature must meet the requirements set out in clauses 4.17A, 4.18 and 4.19 of this Rule;

(b) any period of discontinued, suspended or lapsed candidature (as set out in clauses 4.13 to 4.15 of this Rule) must comply with standards set by the Academic Board and this Rule; and

(c) no student who has been granted credit may present a thesis for examination less than:

   (i) six months, for a full-time student; or

   (ii) twelve months, for a part-time student;

following admission to candidature at the University.

4.7 Control of candidature

(1) All candidates for the degree of Doctor of Philosophy are required to undertake their candidature wholly under the control of the University.

(2) The Associate Dean may require a student to provide a statement from his or her employer acknowledging that the candidature is under the exclusive control of the University.

4.8 Other studies during candidature

(1) A student must satisfactorily complete any training required by any of:

   (a) Academic Board policies;

   (b) Part 2A of the course resolutions, the Associate Dean;

   (c) the Deputy Vice-Chancellor (Education) or

   (d) their Supervisor,

including units of study, lectures, seminars, workshops, online modules, non-award courses, or practical work.

Note: In accordance with this Rule, a Doctorate must comprise a minimum of two-thirds research.

(2) Failure to complete training documented in the student’s progress plan satisfactorily may be considered as evidence of unsatisfactory progress.

(3) Faculty may decline to examine a thesis if the student has not satisfactorily completed training documented in the progress plan.
4.9 Supervision

The Postgraduate Coordinator will appoint suitably qualified supervisors for each candidate for the Doctor of Philosophy in accordance with policy for supervision determined by the Academic Board.

Note: See also Supervision of Higher Degree by Research Students Policy 2013

4.10 Location of candidature

(1) Subject to the annual approval of the supervisors and Postgraduate Coordinator, students will pursue their candidature:

(a) within the University, including its research stations and teaching hospitals;
(b) on fieldwork, including in the field or in libraries, museums or other repositories;
   (i) within industrial laboratories or research institutions or other institutions considered by the Head of Department to provide adequate facilities for that candidature; or
   (ii) within a professional working environment.

(2) Throughout the course of his or her candidature, a student will attend the University for such:

(a) consultation with his or her supervisors; and
(b) School and faculty or University school seminars; and
(c) coursework or other studies required under clause 4.08 of this Rule;

as specified annually by the Postgraduate Coordinator.

(3) Subject to sub-clauses 4.10(4) (5) and (6), a student who pursues his or her candidature outside Australia must complete a minimum of four research periods of candidature within the University prior to submitting his or her thesis for examination.

(4) A student whose minimum length of candidature is eight research periods (rather than the usual 12 research periods), and who pursues his or her candidature outside Australia, must complete a minimum of two research periods of candidature within the University prior to submitting his or her thesis for examination.

(5) For the purposes of sub-clauses 4.10(3) and (4), the period required to be completed within the University may be completed:

(a) at any time during the candidature; and
(b) continuously or in several non-consecutive periods.

(6) A student granted credit under 4.5 must complete a minimum of two research periods of candidature within the University prior to submitting his or her thesis for examination.
4.11 Progress

(1) At intervals no greater than one year, Postgraduate Coordinators must require students to:
   (a) provide evidence of satisfactory progress in their candidature (including any required progress and review forms); and
   (b) participate in a progress review interview.

(2) Satisfactory progress will be assessed by a Review Panel in accordance with the Progress Policy.

(3) On the basis of any evidence provided by the student and any information obtained during the interview, the Postgraduate Coordinator may determine that the student:
   (a) has demonstrated satisfactory or marginal progress, and specify the conditions of candidature to apply the following year; or
   (b) has demonstrated unsatisfactory progress, and:
       (i) allow the student to continue to be enrolled with conditions, including a supplementary progress review in accordance with the Progress Policy; or
       (ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(4) When determining the conditions of candidature to apply the following year, the Postgraduate Coordinator must indicate whether he or she is satisfied that the proposed supervision arrangements are satisfactory.

(5) After considering a recommendation made by the Postgraduate Coordinator in accordance with sub-paragraph 4.11(3)(b)(ii), the Associate Dean may:
   (a) allow the student’s candidature to continue and specify the conditions of candidature to apply the following year; or
   (b) require the student to show good cause why he or she should be permitted to continue the candidature.

4.12 Students may be required to show good cause

(1) An Associate Dean may require a student to show good cause:
   (a) following a progress review, in accordance with paragraph sub-clause 4.11(3)(b) or sub-clause 4.11(5)(b);
   (b) if the student has not submitted his or her thesis for examination by the latest date to do so, as required by clause 4.19; or
   (c) at any other time, on the recommendation of the Postgraduate Co-ordinator.

(2) A student who is required to show good cause will be sent a notice that:
   (a) requires the student to show good cause why he or she should be permitted to continue the candidature, on or before a specified date;
   (b) states why the student is being asked to show good cause;
   (c) sets out the actions that may be taken in respect of the candidature; and
(d) advises the student of his or her right to seek independent advice and assistance in preparing his or her response.

(3) The Associate Dean must give the student a reasonable opportunity to make written submissions about the matter.

(4) If, after considering any submissions made by the student, progress reports, any reports by the supervisors or Postgraduate Coordinator, and any other relevant information, the Associate Dean forms the opinion that the student has shown good cause, the Associate Dean will permit the student to continue the candidature.

(5) If, after considering the information referred to in sub-clause 4.12(4), the Associate Dean forms the opinion that the student has not shown good cause, the Associate Dean must, by written notice setting out his or her reasons:

(a) terminate the student’s candidature; or

(b) impose conditions or restrictions on the continuation of the student’s candidature.

Note. For review of these decisions see University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

(6) In addition to the decision made under sub-clauses 4.12(4) or 4.12(5), the Associate Dean might also offer the student the option to transfer to another course within the Faculty for which the student is eligible. The Associate Dean may impose conditions or restrictions on that offer transfer of course.

(7) A person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with sub-clause 4.12(5)(a) will not be permitted to re-enrol in that candidature.

(8) Where a person whose candidature for a higher degree by research has been terminated by an Associate Dean in accordance with sub-clause 4.12(5)(a), that person may be excluded by the Associate Dean from applying for admission to a higher degree within the Faculty for the longer period of:

(a) at least two academic years; or

(b) if the person is applying for a Research Training Program place, the period of time until the person is entitled to the maximum period allowed for the course under the Research Training Program.

Note: As at the date of this rule, detailed information about entitlement for Research Training Program can be found in Research Training Program: Conditions of Grant, which can be found at https://www.education.gov.au/research-training-program

4.13 Discontinuation of candidature

(1) A student in a course may, by notice to the Faculty, discontinue his or her enrolment in the course or in one or more units of study.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) A student’s enrolment in the course or the relevant units of study will be treated as discontinued from the date of the notice, unless he or they she produces evidence that:

(a) the discontinuation occurred at an earlier date; and
(b) there was good reason why the application could not be made at an earlier time.

(4) A student who discontinues enrolment in a course during his or her first year of enrolment in the course will not be permitted to re-enrol in that course unless:
(a) the Associate Dean granted prior permission to re-enrol; or
(b) the student applies for and gains a new admission to the course.

(5) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with subclause 4.13(3)(a) and (b).

4.14 Suspension of candidature

(1) A student in a course may, by notice to the Faculty, suspend his or her enrolment in the course:
(a) for a maximum period of one year; or
(b) with the approval of the Associate Dean, for a longer period.

(2) The notice must be in a form approved or accepted by the Faculty.

(3) At the end of the suspension period, the student must comply with any requirements notified by the Associate Dean for completing the course.

4.15 Lapse of candidature

(1) If a student does not enrol by the last census date for enrolment in each research period, and the student has not discontinued or sought approval to suspend enrolment, the student's candidature lapses.

(2) If a student's candidature in a course lapses, then, despite any contrary provision in this Rule, the student must apply for and gain a new admission to the course in order to re-enrol.

4.16 Return to candidature

(1) Subject to written advice from the Associate Dean, if a student returns to candidature after suspension in candidature, the requirements as in force at the time of the student's return to candidature apply.

(2) A student whose candidature has been discontinued or lapsed must apply for and gain a new admission to the course in order to re-enrol. The course requirements in place at the time of the new admission apply.

4.17 Leave of absence

Subject to the course resolutions, a student may, with the approval of the Postgraduate Coordinator, take leave of absence from the course for a period of less than one research period.
4.17A Maximum time for completion

(1) The provisions of this clause apply to all candidatures commenced on or after 1 January 2019.

(2) Candidature for the full-time PhD Doctor of Philosophy should be completed by the end of the sixteenth 16th research period after the research period in which they first enrolled.

(3) Candidature for the part-time Doctor of Philosophy should be completed by the end of the 32nd research period after the research period in which they first enrolled.

(4) Any credit granted under clause 4.6 of this Rule will be included for the purposes of calculating research periods under subclause 4.17A(2).

(5) Subject to the maximum time limit specified in clause 1.7A, the relevant Associate Dean may extend the time for a student’s completion in exceptional circumstances.

4.18 Earliest date for submission of thesis for examination

(1) For the purposes of this clause, a student’s candidature will be considered by the University to include any periods of credit granted under clause 4.6 of this Rule.

(1) Subject to clause 4.6 and this clause 4.18 a student may not submit a thesis for examination until they have completed at least 12 research periods of full-time enrolled candidature, or at least 24 research periods of part-time enrolled candidature.

(2) The Associate Dean may permit a student to submit a thesis for examination up to two research periods earlier than the period prescribed in sub-clause 4.18(1), provided that, in the opinion of the Associate Dean, evidence has been produced that the student has made exceptional progress in their candidature.

(3) The Chair of the Academic Board may permit a student to submit a thesis earlier than the periods prescribed in sub-clauses 4.18(1) and (2), provided that, in the opinion of the Chair of the Academic Board, evidence has been produced that the student has made exceptional progress in their candidature.

(4) Prior to exercising discretion under sub-clause 4.18(3), the Chair of the Academic Board may obtain advice from the Chair of the Graduate Studies Committee of the Academic Board, Dean or Associate Dean.

(5) The student must be enrolled at the time that the thesis is submitted for examination.

4.19 Latest date for submission of thesis for examination

(1) For the purposes of this clause, a student’s candidature will be considered by the University to include any periods of credit granted under clause 4.5 of this Rule.

(a) Subject to this clause 4.19, a student who has undertaken all of their candidature on a full-time basis must submit their thesis for examination after no more than 16 research periods of enrolled candidature.
(b) A student who has undertaken all of their candidature on a part-time basis must submit their thesis for examination after no more than 32 research periods of enrolled candidature.

(c) Where a student has undertaken their candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit their thesis for examination after no more than the full-time equivalent of 16 research periods of enrolled candidature.

(d) The Associate Dean may approve an extension of candidature with a new latest date for submission of thesis for examination beyond the maximum period specified in this clause.

(e) The student must be enrolled at the time that the thesis is submitted for examination.

(2) The following provisions apply to candidatures commenced on or after 1 January 2019.

(a) Except with the approval of the relevant Associate Dean under sub-clause (2)(d), a student who has undertaken all of their candidature on a full-time basis must submit their thesis for examination after no more than 14 research periods of enrolled candidature.

(b) Except with the approval of the relevant Associate Dean under sub-clause (2)(d), a student who has undertaken all of their candidature on a part-time basis must submit their thesis for examination after no more than 28 research periods of enrolled candidature.

(c) Where a student has undertaken their candidature as a mixture of part-time candidature and full-time candidature, a part-time research period will be counted as the equivalent of one half of a full-time research period, and the student must submit their thesis for examination after no more than the full-time equivalent of 14 research periods of enrolled candidature.

(d) The Associate Dean may only approve an extension of the latest date for submission of a student’s thesis under exceptional circumstances.

(e) The student must be enrolled at the time that the thesis is submitted for examination.

(2)

4.20 Content of thesis

(1) At the end of their course of advanced study and research, the student must submit a thesis for examination in the form required by Academic Board policy or procedures.

(2) Subject to sub-clause 4.20(3), a student may not submit as their thesis any work that has been presented for a degree or diploma at the University or at another university or institution.

(3) A student may submit work that has been presented for a degree or diploma at the University or at another university or institution where:

(a) their candidacy has been governed by an approved cotutelle agreement; or
(b) the work is submitted as part of the thesis, and the student has identified those parts of the thesis that have previously been presented for a degree or diploma.

(4) A student whose candidature is governed by an approved cotutelle agreement may submit a thesis written in English or in another language.

(5) A student who undertook his or her candidature in a language school in the Faculty of Arts and Social Sciences may:

(a) submit a thesis written in English or in the target language determined by the school; or

(b) where a school has specified by means of a Faculty resolution that it will consider applications to submit a thesis in a language other than English or the target language of the school, submit a thesis in another language approved by the school.

(6) Applications to submit a thesis in a language other than English or the target language of a school must be:

(a) made by an applicant in writing; and

(b) considered and determined by the Associate Dean (taking into account arrangements for supervision and examination); prior to the commencement of candidature.

4.21 Form of thesis for examination

(1) A candidate must submit his or her thesis for examination in the form required by the Academic Board.

(2) The thesis must be accompanied by a certificate from the coordinating supervisor stating whether, in the supervisors’ opinion, the form of presentation of the thesis is satisfactory.

(3) The thesis must also be accompanied by an abstract in the form required by the Academic Board.

(4) Subject to this Rule, the student must submit with the thesis a statement certifying his or her understanding that, if the candidature is successful, the thesis will be lodged with the University Librarian and made available for immediate public use.

4.22 Examination procedures

The procedures for examination of candidates for the degree of Doctor of Philosophy will be prescribed by the Academic Board.

4.23 Aegrotat and posthumous awards

Aegrotat and posthumous awards may be made in circumstances involving serious illness or death.
PART 5 HIGHER DOCTORATES

5.1 Meaning of this Part

(1) In this Part:
   (a) assessment committee means the committee appointed by the Dean in accordance with clause 5.5.
   (b) higher doctorate means any of the following:
       (i) Doctor of Agricultural Economics;
       (ii) Doctor of Dental Science;
       (iii) Doctor of Engineering;
       (iv) Doctor of Laws;
       (v) Doctor of Letters;
       (vi) Doctor of Letters in Education;
       (vii) Doctor of Letters in Social Work;
       (viii) Doctor of Medical Science;
       (ix) Doctor of Music;
       (x) Doctor of Science;
       (xi) Doctor of Science in Agriculture;
       (xii) Doctor of Science in Architecture;
       (xiii) Doctor of Science in Economics;
       (xiv) Doctor of Veterinary Medicine.
   (c) published work meets the higher doctorate standard if it is generally recognised by scholars in the relevant field of study as a distinguished contribution to knowledge or creative achievement.

5.2 Award of Higher Doctorates

(1) The Academic Board may, on the recommendation of the relevant Dean, award a higher doctorate for published work that, in the opinion of the examiners:
   (a) constitutes a distinguished contribution to knowledge or creative achievement; and
   (b) is recognised by scholars in the relevant field as constituting a distinguished contribution to knowledge or creative achievement in that field.

(2) Without limiting sub-clause 5.2(1), a published work may be regarded as a distinguished contribution to knowledge if:
   (a) it represents a significant advance in knowledge in the relevant field;
   (b) it has caused, or become a major part of, a significant debate among scholars in the relevant field (including in books and journals); or
   (c) it has caused significant changes in the direction of research or in the practice of recognised scholars in the relevant field.
5.3 Eligibility for admission to candidature

(1) Subject to this clause 5.3, to be eligible for admission to candidature for a higher doctorate, an applicant must:

(a) hold a degree from the University that was conferred five or more years prior to the application date;

(b) hold a degree from another university or institution that was conferred five or more years prior to the application date; or

(c) have qualifications that were conferred five or more years prior to the application date and standing that are determined by the Faculty and by the Graduate Studies Committee of the Academic Board to be equivalent to holding a degree from the University; and

(d) for the Doctor of Dental Science, hold or have completed all the academic requirements for the award of the Bachelor of Dental Surgery;

(e) for the Doctor of Medical Science, hold or have completed all the academic requirements for the Bachelor of Medicine;

(f) for the Doctor of Music hold or have completed all the academic requirements for:

(i) the Bachelor of Music; or

(ii) the Bachelor of Arts including a three year sequence of courses in Music;

(g) for the Doctor of Veterinary Medicine hold or have completed all the academic requirements for a bachelor's degree as specified in the course resolutions, the Bachelor of Veterinary Science.

(2) To be eligible for admission to candidature, an applicant who does not meet the requirements of subclause paragraph 5.3(1)(a) must:

(a) have been a full-time member of the academic staff of the University for at least three years (or pro-rata part-time); or

(b) be recognised by the Academic Board, on the recommendation of the Dean, to have been involved in the teaching and research of the University to an equivalent level.

(3) To be eligible for admission to candidature, an applicant for a degree referred to in subclauses paragraphs 5.3(1)(d) to (g) who does not meet the requirements of those paragraphs subclauses must be recognised by the Dean and the Chair of the Graduate Studies Committee of Academic Board to have equivalent academic standing.

5.4 Application for admission to candidature

(1) An application for admission to a higher doctorate must:

(a) state the name of the higher doctorate to which the application relates;

(b) specify the applicant’s academic qualifications; and

(c) describe the applicant’s association with the University.

(2) The application must be accompanied by:
(a) a list of the published works that the candidate proposes to submit for examination;
(b) a description of the themes of the published works; and
(c) where there are a large number of publications whose dates range over a period of time and cover a range of subjects, a statement of how these publications are related to one another and to the theme.

5.5 Preliminary assessment of application for admission

(1) The Dean will appoint a committee to consider and determine, in respect of each application for admission, whether:
   (a) the applicant is eligible for admission to candidature;
   (b) the published work is in a field appropriate to the nominated degree;
   (c) the Faculty is competent to examine the published work at the required level; and
   (d) whether the applicant should be admitted to candidature.

(2) The committee may not determine that the applicant should be admitted to candidature unless the requirements of each of paragraphs subclauses 5.5(1)(a) to -(c) are met.

(3) If the committee determines that the applicant should be admitted to candidature, the committee will recommend to the Dean that the Academic Board:
   (a) that the applicant be admitted to candidature; and
   (b) the appointment of at least three named examiners, of whom at least two will be external examiners.

(4) The assessment committee will comprise:
   (a) the Dean;
   (b) the Postgraduate Coordinator most closely associated with the relevant field of work;
   (c) the academic staff member most closely associated with the relevant field of work; and
   (d) other persons appointed by the Dean.

5.6 Admission to candidature

The Academic Board may, on the recommendation of the Dean, admit to candidature an applicant who meets the requirements for admission in this Part.

5.7 Enrolment

A successful applicant must enrol as a candidate for the higher doctorate in the first enrolment period following receipt of his or her offer of admission.
5.8 Submission of work for examination

(1) The candidate must submit to the Dean five copies of the published work.

(2) The work submitted must include:
   (a) a description of the theme of the published work;
   (b) a record of original research undertaken by the candidate;
   (c) a statement by the candidate of:
      (i) the sources from which the information in the work was derived;
      (ii) the extent to which the work draws on the work of others; and
      (iii) the portion of the work that the candidate claims as original;

(3) if the work submitted contains research that was carried out conjointly, a statement
    by the candidate of the extent to which the candidate was responsible for the
    initiation, conduct or direction of the research; and

(4) if the principal publications, as distinct from any supporting papers, incorporate
    work previously submitted for a degree or diploma at the University or at any other
    university or institution, a statement by the candidate of those parts of the
    publications that have previously been submitted.

(5) A candidate for the Doctor of Letters must submit work that includes at least one
    substantial work.

(6) A candidate for the Doctor of Music may submit one or more major musical works
    of the candidate's own composition

5.9 Appointment of examiners

(1) The Academic Board will, on the recommendation of the Dean, appoint at least
    three examiners, of whom at least two will be external examiners.

(2) The Academic Board may appoint examiners in addition to those recommended by
    the Dean.

5.10 Examination

(1) Each examiner for a candidature must:
   (a) examine the published work; and
   (b) make a separate report on whether, in the examiner’s opinion, the work
       meets the requirements for higher doctorates set out in clause 5.2.

(2) The assessment committee will consider the examiners reports, having regard to
    the requirements of clause 5.2, and recommend to the Dean that:
    (a) that the higher doctorate be awarded; or
    (b) that the higher doctorate not be awarded.

(3) After considering the recommendation of the assessment committee, the Dean:
    (a) will provide to the Academic Board:
        (i) the names and qualifications of the examiners; and
(ii) the substance of the examiners’ reports; and

(b) will recommend to the Academic Board that:
   (i) the higher doctorate be awarded;
   (ii) the higher doctorate not be awarded; or
   (iii) the Academic Board appoint a further examiner or examiners.

(4) The Academic Board will determine the result of the examination.

5.11 Lodging the published work

If the Academic Board decides to award a higher doctorate to the candidate, the Faculty must lodge with the Director, University Libraries one electronic or bound copy of the published work in the form required by the Academic Board.

PART 6 HIGHER DEGREE BY RESEARCH THESIS

6.1 Meaning of this Part

(1) In this Part:
   (a) restricted appendix means a section of a thesis to which public access has been restricted in accordance with clause 6.3.
   (b) thesis refers to the complete final thesis, including any corrections or emendations to the satisfaction of the Postgraduate Coordinator.

6.2 Lodgement

(1) Subject to this Part, a candidate for a higher degree by research will not be permitted to undertake a program of advanced study and research that is likely to result in the lodgement of a thesis that cannot be made available for public use.

(2) Subject to this Part, all successful candidates for a higher degree must lodge a copy of their final thesis with the University Librarian.

(3) Subject to clause 6.3, 6.5 and 6.6, a thesis lodged with the University Librarian will be made available for use consistently with this Rule and Academic Board policy and procedures.

Note 1: Applicants are required to certify their awareness of this requirement prior to admission to candidature. See paragraphs clauses 2.4(1)(c), 3.4(1)(c) and 4.3(1)(c).

Note 2: Candidates are required to certify their awareness of this requirement at the time their thesis is submitted for examination. See sub-clauses 2.22(4), 3.22(4) and 4.21(4).

(4) Immediately following lodgement, the University Librarian will arrange for a statement of the author’s rights under copyright law to be affixed or appended to the thesis.
6.3 Use of confidential material

(1) If, at any time between application for admission to candidature and the lodgement of the thesis, it appears to the candidate's supervisors or Postgraduate Coordinator that:

(a) successful completion of the candidature will require the use of confidential material; and

(b) the candidate would not be at liberty to fully disclose this confidential material in the thesis;

the matter will be reported as soon as possible to the Faculty Graduate Studies Committee.

(2) The Faculty Graduate Studies Committee may, if it considers it appropriate to do so, recommend to the Chair of the Graduate Studies Committee of the Academic Board that the candidate be granted:

(a) permission to include in an appendix to the thesis any material that is essential to the thesis but which, for a limited period, may not be available for public inspection;

(b) permission to restrict access to the whole thesis for a limited period, with a redacted version of the thesis available for public inspection; or

(c) exemption, in respect of the appendix, from the requirement to give the undertaking prescribed by sub-clauses 2.22(4), 3.22(4) and 4.21(4).

(3) If, after considering the recommendation of the Faculty Graduate Studies Committee, the Chair of the Graduate Studies Committee of the Academic Board decides to give the permission and exemption referred to in sub-clause 6.3(2), the University Librarian Director, University Libraries will restrict public access to the appendix for a period specified by the Chair of the Graduate Studies Committee of the Academic Board.

(4) Other than in exceptional circumstances, any period of restriction to a restricted appendix will not exceed five years.

6.4 Access to confidential material in a restricted appendix

(1) The University Librarian Director, University Libraries may grant access by a scholar to a restricted appendix, provided that the scholar:

(a) demonstrates genuine concern with the material in the appendix; and

(b) has the written consent of either:

(i) the author of the thesis; or

(ii) the Postgraduate Coordinator.

(2) The Postgraduate Coordinator may not consent to access by a scholar to a restricted appendix unless:

(a) all reasonable steps have been taken to contact the author; and

(b) the author cannot be contacted.
6.5 Restricted access to protect intellectual property

(1) Where:

(a) the subject of an applicant or candidate’s higher degree thesis is work conducted collaboratively with industry; and

(b) there is a reasonable basis for concern that intellectual property contained in the thesis will be improperly exploited by others;

the Dean may recommend to the Chair of the Graduate Studies Committee of the Academic Board that access to the thesis be restricted for a limited period of time.

(2) After considering the Dean’s recommendation, the Chair of the Graduate Studies Committee may determine that access to the thesis should be restricted for a limited period of time.

(3) Other than in exceptional circumstances, any period of restricted access to the thesis will not exceed 18 months from the date of the award of the degree.

6.6 Restricted access to protect the interests of the author

(1) If, at any time between application for admission to candidature and the lodgement of the thesis, it appears to the candidate that there is a reasonable basis for believing that his or her interests would be at risk if the thesis were made immediately available to the public, the candidate may apply in writing to the Associate Dean for access to the thesis to be restricted for a limited period of time.

(2) The candidate’s application to the Associate Dean should:

(a) clearly set out the reasons for the application;

(b) clearly state the length of the requested restriction on access; and

(c) include supporting evidence, as appropriate.

(3) If, after considering the candidate’s application, the Associate Dean is satisfied that restricting access to the thesis is necessary to protect the candidate’s interests, the Associate Dean may:

(a) restrict access to the thesis for a period not exceeding six months from the date of the award of the degree; or

(b) recommend to the Chair of the Graduate Studies Committee of the Academic Board that:

(i) a longer period of restriction; or

(ii) an extension of an earlier period of restriction;

be approved.

(4) The Chair of the Graduate Studies Committee may determine to restrict access to the thesis for a limited period of time.

(5) Other than in exceptional circumstances, any period of restricted access to the thesis will not exceed 18 months from the date of the award of the degree.
6.7 Right of examiners to access

(1) Notwithstanding any other clause in this Rule, the thesis and any restricted appendix will be available to the examiners of the thesis, including:
   (a) any Faculty committee or board of postgraduate studies; and
   (b) any committee of the Academic Board;
   for the purposes of examination or re-examination.

PART 7 ENGLISH LANGUAGE REQUIREMENTS

7.1 All applicants whose first language is not English

(1) All applicants whose first language is not English must meet the University’s English language requirements to be eligible for admission to a higher degree by research course.

(2) Subject to this Part, any applicant for admission to a higher degree by research course whose first language is not English, must meet the requirements of the English Language Proficiency Standards as listed in the Admissions Standards – English Language Proficiency.

Note: The English Language Proficiency Standards are available from the Academic Board website. [Link]

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

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

(c) in the two years prior to their application, achieved:
   (i) an IELTS overall band score of 6.5 with a minimum of 6.0 in each band; or
   (ii) a paper based TOEFL score of 577 plus a Test of Written English (TWE) score of 4.5; or
   (iii) an internet based TOEFL (IBT) score of 90 plus a minimum score of 23 for Writing and 22 for Reading, Speaking and Listening; or
   (iv) a Pearson Test of English (Academic) (PTE) score of 61; or
   (v) a Cambridge English: Advanced (CAE) score of 58.

(3) An applicant for admission to a higher degree by research course in a Faculty that has, with the approval of the Academic Board, set English language requirements above higher than the minimum requirements set out in the Admissions Standards – English Language Proficiency Standards [Link] paragraph (2), must meet the Faculty’s requirements.

Note: The English Language Proficiency Standards are available from the Academic Board website. [Link]
7.2 **Exceptional circumstances Exemption from English language requirements in certain circumstances**

(1) A Dean may exempt a student from the requirements of the English Language Proficiency Standards:

   (a) if they are satisfied that exceptional circumstances apply; and
   (b) on the bases specified in the English Language Proficiency Standards.

(2) The Dean must record in writing on the student file any exemption from English language requirements, including:

   (a) the proof of proficiency in English provided; and
   (b) the Dean’s reasons for granting the exemption.

**Note:** See [Recordkeeping Policy 2017](#) in exceptional circumstances only, the Dean may, in writing, deem a student demonstrates grant an exemption from the English language requirements for admission to a higher degree by research course by means other than those listed in the Academic Board Admissions Standard – English Language Proficiency <insert ELP test standards webpage link>, in accordance with clause 7 of those standards.

The applicant has an IELTS score and:

- the overall or average band score is no more than 0.5 below the overall or average band score otherwise required by this Rule; and
- any individual band score is no more than 1.0 below the individual band score otherwise required by this Rule; or
- the applicant has a score on another test permitted by this Rule and the applicant’s score was no more than a corresponding amount below the score otherwise required by this Rule; and
- the Dean is satisfied that the applicant has enough competence in written and spoken English to complete the course successfully.

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

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

- must take into account any advice of the Postgraduate Coordinator; and
- may consider any other relevant matter, including:
  - the applicant’s ability to communicate in an academic environment;
  - whether the applicant has been known to the Faculty for at least two years;
  - whether the candidature is to be governed by an approved cotutelle agreement;
  - any appropriate work experience that the applicant has had in an English language environment; and
any oral discussions between faculty members and the applicant.

The Dean must record in writing on the student file any grant of exemption from English language requirements, including:

the proof of proficiency in English provided by the applicant; and

the reasons, in accordance with this Policy Rule, that the Dean approved the waiver.

PART 8 UNDERTAKING COURSEWORK UNITS OF STUDY

8.1 Enrolment in and assessment of coursework units of study

A higher degree by research student who is enrolled in a coursework unit of study will be subject to the provisions of Part 12 and Part 14 of the Coursework Policy 2014, including in respect of enrolment and assessment. A higher degree by research student who is enrolled in a coursework unit of study will be subject to all relevant provisions of the Coursework Policy 2014, including those relating to:

(a) enrolment; and
(b) assessment; and

recognition of prior learning.

PART 9 SPECIAL CONSIDERATION

9.1 Coursework units of study

A higher degree by research student who is enrolled in a coursework unit of study will be subject to the provisions of the Coursework Policy 2014 in respect of special consideration due to illness or misadventure.

9.12 Progress and examination

(1) Special consideration is not available for illness or misadventure in:

(a) the assessment of a student’s progress in a progress review; or

(b) the examination process.

(2) A student required to show good cause may request special consideration for illness, misadventure or exceptional circumstances outside of their control.
9.23 Variation of candidature

(1) A student may request special consideration due to illness, misadventure or circumstances outside of their control when seeking to vary candidature, including in respect of requests for:
   (a) suspension;
   (b) a change from full-time to part-time enrolment (or vice-versa);
   (c) extension of the latest date to submit for examination.

PART 10 MISCELLANEOUS

10.1 Rules, resolutions and policies that cease to have effect

(1) The following rules, resolutions and policies, as amended and in force immediately before the commencement of this Rule, cease to have effect to the extent set out in the table below:
   (a) University of Sydney (Doctor of Philosophy (PhD)) Rule 2004
   (b) University of Sydney (Amendment Act) Rule 2004:
       (i) Part 9: Division 10 and Division 11
       (ii) Part 10: Division 3 and Division 5

NOTES

University of Sydney (Higher Degree by Research) Rule 2011
Date adopted: 21 March 2011
Date commenced: 25 March 2011
Related documents:

Educational Services for Overseas Students Act 2000 (Cth)
Coursework Policy 2014
Essential Resource for Postgraduate Students Policy 2016
Progress Planning and Review for Higher Degrees by Research Students Policy 2015
Supervision of Higher Degree by Research Students Policy 2013
Thesis and Examination of Higher Degree by Research Policy 2015
Progress Planning and Review for Higher Degree by Research Students Procedures 2015
AMENDMENT HISTORY

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<td>1.4(1); 1.4(4);</td>
<td>Addition of requirements for progress planning, and consequential amendments</td>
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Related documents: Amended dates on internal policy documents

1 January 2018
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**TO BE ADDED**
Figure 1: PhD Students

Figure 1. Frequency distribution EFTSL consumption by over-time PhD students. The data were collected from early March 2018 and represent 497 students, which is approximately 13% of total university PhD load.
Figure 2: Frequency distribution EFTSL consumption by over-time Master’s by Research students. The data were collected from early March 2018 and represent 111 students, which is approximately 13% of total university Master’s by Research load.
Non-Confidential

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<td>Assoc. Prof. Peter McCallum, Director Education Strategy</td>
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<td>Report of the Admissions Working Party/English Language Proficiency Requirements</td>
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<td>Purpose</td>
<td>To propose changes to the Coursework Policy and HDR Rule relating to English language requirements.</td>
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RECOMMENDATION

That the Academic Standards and Policy Committee:

1. endorses the proposed amendments to the Coursework Policy 2014 (attachment 2);
2. endorses the draft Admissions Standards – English Language Proficiency requirements schedule (attachment 3); and
3. endorses changes to the University of Sydney (Higher Degree by Research) Rule 2011 (HDR Rule) (see paper ‘Proposed changes to the HDR Rule – Completions’).

EXECUTIVE SUMMARY

The Admissions Working party 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 English Language Proficiency (ELP) requirements. The first two issues were addressed at the 7 August Academic Board meeting, while a solution to the latter is proposed in this paper. As the primary work of the Admissions Working Group has been concluded, the Admissions Subcommittee endorsed the discontinuation of the Admissions Working Party at its 8 October meeting.

It is recommended that the Academic Standards and Policy Committee endorses amendments to the Coursework Policy and HDR Rule, and a new draft Admissions Standard for ELP. The policy changes are intended to:

- establish an equivalent admission standard for all applicants applying for entry into an award course;
- establish an objective measure for English as a first language;
- remove the discrepancy in the expiration point (enrolment or commencement) of ELP tests by making that validity point the commencement date for all students;
- establish a five year expiration window for applicants using qualifications as evidence of ELP;
- establish a two year expiration window for applicants providing English test scores as evidence of ELP;
- include living in an English-speaking country for five years prior to commencement of study as proof of ELP; and
- include current registration with an accreditation body as proof of ELP.

Additionally, the academic standard will ensure all standard ELP test scores currently situated in the Coursework Policy, HDR Rule, and various online test score tables, are aligned and situated in one document. As such, the standard’s introduction will coincide with the removal of various test scores in the policy and rule. In addition to the Academic Standards and Policy Committee, the amendments to the Coursework Policy will be provided to relevant Academic Board and University Executive committees. The draft changes to the HDR Rule will also be provided to Senate for approval. A table detailing the proposed changes to the Coursework Policy and HDR Rule is included in attachment 1.
Non-Confidential

CONTEXT

The Admissions Working Party was established at the 19 March Admissions Subcommittee meeting to review and develop policy amendments pertaining to Mathematics prerequisites, English language requirements, policy nonalignment between undergraduate and postgraduate admissions, recent and non-recent school leavers, and domestic and international students. Additional issues were raised throughout the course of the meetings of the Working Party, such as the impact of Mathematics prerequisites on prospective Aboriginal and Torres Strait Islander students and students from disadvantaged backgrounds.

At its meeting on the 7 August, the Academic Board approved changes to the Coursework Policy providing the Academic Board with the ability to determine admissions standards and establishing a location for these standards on the Board’s website. One such standard pertains to Mathematics prerequisites, which was also drafted following consultation with the Admissions Working Party and approved at the 7 August meeting of the Board.

Following this, the Admissions Working Party canvassed a range of issues regarding ELP requirements as established in policy and found on University websites, culminating in proposed amendments to existing policies and the establishment of a new Admissions Standard for ELP.

ISSUES

English Language Test Scores

Currently, there is a nonalignment of ELP test score conversions across the Coursework Policy, HDR Rule, and the Admissions Concordance Table. 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. As such, these three different scores will need to be aligned to ensure consistency across degree-types. In doing so, there is also an opportunity to ensure better alignment with other Go8 institutions. Currently, Monash is the only other Go8 institution to set a TOEFL paper-based score at 550, with the remaining Go8 institutions setting the requirement at a score between 570 and 577. As such, rather than realigning the HDR entry score to 550 or 565 to match the current undergraduate coursework level, it is proposed that the undergraduate coursework score be aligned with the score already used by the University of Sydney for HDR students and by UNSW, the University of Melbourne, and the University of Adelaide for undergraduate admissions (TOEFL: 577). The Centre for English Teaching has also confirmed that a score of 577 is an appropriate equivalent for IELTS 6.5.

In addition to introducing a consistent minimum requirement across degree-types, it is proposed that specific test scores are removed from policy and established in an Academic Board Admissions Standard. Removing the test results from the rule and policy would support administrative simplification by making test score conversions a procedural matter, as these scores are subject to change. Under this process, approval of the Academic Board would still be required to adjust test scores, however a change to the Coursework Policy and HDR Rule would not be needed. Faculties would still be able to set higher test scores as required, and these differing scores would be listed in the same academic standard to ensure ease of identifying both the requirements for undergraduate and postgraduate admissions, but also for different discipline areas. Currently this information is listed (with various scores for the same test) in two parts of the Coursework Policy, the HDR Rule, the Admissions website, the Admissions Concordance Table document, and the Faculty-specific English Language Requirements (undergraduate) document.

Expiration of test results

There is a misalignment in the time-window provided for demonstrating ELP through an English skills test. Currently, the test score provided to demonstrate proficiency for undergraduate applicants must be no older than two years at the commencement date of the course, while the time-window applied for graduate admissions is no older than two years at the application date of the course. It is proposed that the commencement/application date differential is addressed by using the course commencement date as the relevant test result expiry date for all prospective students. Commencement date is preferred as it would provide an easy to determine date (based on the relevant Semester, Term, or Research Period) and would
ensure consistent applicability to all commencing students as the date of enrolment can vary substantially amongst the same cohort (particularly with deferments).

Additionally, the timeframe allowed for demonstrating ELP varies across degree type. For instance, there is no time limit applied for undergraduate admission through the completion of secondary or tertiary studies taught in English, yet graduate students have a five year limit. Therefore, it is proposed that English language requirements for undergraduate and postgraduate admissions are aligned in policy, with the difference based on the ELP source, rather than course type. As such, ELP test scores, CET courses, and English subjects completed as part of non-English secondary qualifications will have a two year expiration window; while secondary and tertiary qualifications completed in English, accreditation, and residency and employment in an English speaking country will have a five year expiration timeframe. This difference reflects the distinction between completing a test or subject and completing an entire qualification. Furthermore, IELTS Test Partners cannot confirm the validity of test results that are more than two years old. Whether it is a two or five year window, all timeframes will be based on the date of commencement.

POLICY AMENDMENTS

The proposed policy amendments seek to ensure alignment between undergraduate coursework, postgraduate coursework, and HDR admissions requirements through the creation of a single document delineating admissions standards as approved by the Academic Board. In doing so, requirements will become consistent across University degree levels.

The Admissions Standard includes provisions whereby ELP test results submitted for demonstrating ELP will be valid for two years from the date the prospective student will commence their studies, while educational qualifications will be valid for five years. Additional criteria for proving ELP will be also established in the policy: if an applicant has lived in an English speaking country for five years prior to the commencement date of studies; and if an applicant is currently registered with an accreditation body that has an English language requirement that is equivalent or greater than the University of Sydney.

Furthermore, when applying for admission to the University, prospective students are required to indicate if their first language is English. There are a number of situations where discrepancies can occur in this process because the policy does not contain an objective measure for demonstrating English as a first language. To address this, such a requirement has been included in the Admissions Standard. Furthermore, the ‘Dean’s waiver’ clauses (24 ‘Exemption from English language requirements in certain circumstances’) have been removed from the policy and rule, edited, and placed in the standard under clause 7 ‘Exceptional circumstances’. The faculty-specific IELTS requirements (undergraduate and postgraduate) have also been updated based on faculty feedback and will be incorporated in the new Admissions Standard (Table 4 and Table 5 in attachment 3). The policy amendments are detailed further in attachment 1.

In addition to admissions changes, the amendments pertaining to suspensions and Early Intervention Strategies have been made to the Coursework Policy. The former involves amendments to clause 57 ‘Suspension of enrolment by student’, while the latter involves the introduction of a new clause 73A ‘Early Intervention Strategies’. The ESOS National Code governs provider requirements for student visa holders. Standard 8: Overseas student visa requirements, states that ‘higher education providers must monitor course progress regularly and implement an intervention strategy to assist an overseas student not making satisfactory course progress.’ Currently Part 15 ‘Progression’ of the Coursework Policy provides a policy framework for students at risk once a student has failed. Standard 8 restricts the circumstances under which the University can extend the duration of a student’s study to compassionate or compelling circumstances, an intervention strategy, or approved deferral or suspension. Therefore, this new clause provides a policy framework consistent with the National Code for implementing an early intervention strategy prior to a student failing a unit. Although designed to meet the restrictions of National Code around visa holders, such a strategy would also provide support to domestic students.
CONSULTATION

The membership of the Admissions Working Party included:

- Assoc. Prof. Alison Purcell (Chair)
- Assoc. Prof. Tim Wilkinson, Chair of the Admissions Sub-Committee
- Assoc. Prof. Peter McCallum, Director Education Strategy
- Assoc. Prof. Rae Cooper, Associate Dean (Programs)
- Assoc. Prof. Alyson Simpson, Associate Dean (Education)
- Assoc. Prof. Catherine Hardy
- Wencong Chai, Head of Admissions
- Mandy Baric, Director of Compliance and Student Affairs
- Mary Teague, Head of Widening Participation
- Hugh O’Dwyer, Policy and Project Officer

Academic and administrative staff in various faculties with specific ELP test score requirements higher than the minimum requirement also assisted in updating the faculty-specific test score requirement tables in the draft Admissions Standard. The CET and Admissions team also provided advice regarding ELP requirements.

Additionally, draft policy amendments have been provided to the Policy Management Unit and the following committees:

- Admissions Sub-Committee (8 October)
- University Executive Education Committee (16 October)
- Academic Quality Committee (30 October)
- Academic Standards and Policy Committee (6 November)
- University Executive (15 November)
- Academic Board (27 November)

The HDR Rule amendments will also be provided to Senate (14 December).

ATTACHMENTS

Attachment 1: Coursework Policy 2014 and HDR Rule amendments table
Attachment 2: Coursework Policy 2014 – proposed amendments
Attachment 3: Draft Admissions Standards – English Language Proficiency
### Coursework Policy 2014 English Language Proficiency Changes

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<tr>
<td>*9A(1)</td>
<td>Insert a new clause that states: ‘Except as determined by the Academic Board, the same or equivalent admission standard shall apply to all applicants for an award course from 2020.’</td>
<td>To establish an equivalent admission standard for all applicants applying for entry into an award course as this does not currently exist in the policy.</td>
</tr>
<tr>
<td>*21(1)-(2)</td>
<td>Insert a new clause 21 ‘All applicants whose first language is English’, as the Coursework Policy currently only refers to applicants whose first language is not English. Current clause and associated subclauses will be 21A.</td>
<td>To establish an objective measure for determining English as a first language, such as citizenship or long-term/permanent residency of an English speaking country. The list of these countries will be provided in the draft Admissions Standard.</td>
</tr>
<tr>
<td>21A(2)(a)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of an Australian educational qualification five years from the date of commencement. Insert ‘approved’ qualification so a standard of qualifications can be set.</td>
<td>To ensure consistency for commencement date and expiration timeframe for all coursework applicants. Commencement date is preferred to enrolment date, as enrolment times vary for prospective students. Regarding the ‘approved Australian educational qualification’, Admissions Team to develop a list of recognised qualifications (i.e. provider name and AQF level) with a minimum duration of one year EFTSL to accompany this clause.</td>
</tr>
<tr>
<td>21A(2)(b)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of secondary or tertiary studies five years from the date of commencement. Admissions standard to contain information currently listed in subclauses (i) and (ii), while adding additional clause (iii) regarding approved English language subjects completed in secondary qualification where the language was not entirely English.</td>
<td>To ensure consistency for commencement date and expiration timeframe for all coursework applicants. Formalise in policy additional secondary qualifications accepted for proof of ELP.</td>
</tr>
<tr>
<td>21A(2)(c)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of CET course completion to be within two years from the date of commencement.</td>
<td>To ensure consistency for commencement date and expiration timeframe for all coursework applicants. For qualifications, the expiration will be five years, but for English Tests and CET short courses the timeframe will be two years.</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>21A(2)(d)(i)-(iv)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of English Proficiency Test scores two years from the date of commencement. Remove list of test scores and place in the Admissions Standard. Adjust minimum TOEFL paper based score from 550 to 577. To ensure consistency for commencement date and expiration timeframe for all coursework applicants. Removing the test results from the rule would support administrative simplification whereby test conversion scores could be altered via approval of the Academic Board, without requiring an amendment to the Coursework Policy. Additionally, the paper based TOEFL score of 550 will be increased to 577 to align with the postgraduate (coursework and HDR) conversion. CET have confirmed that 577 is an appropriate equivalent score to the IELTS 6.5 and reflects the score applied by the rest of the Go8.</td>
<td></td>
</tr>
<tr>
<td>21A(2)(e)(i)-(iv)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of an International Baccalaureate for English Language Proficiency purposes two years from the date of commencement. Remove specific International Baccalaureate English levels and place in Admissions standard. Listing the levels is unnecessary, the amendment specifies that the International Baccalaureate was studied in English (rather than French or Spanish). The IB is already covered in 21(2)(b) as it is a secondary qualification. Difference between an IB completed exclusively in English, and those not (but with a sufficient grade in IB English) are included in the new Admissions Standard.</td>
<td></td>
</tr>
<tr>
<td>21A(4)(b)</td>
<td>Remove the clause and place in Admissions Standard. Add ‘equivalent part-time’ and replace ‘university study’ with ‘tertiary study’ to align with 21(2)(b).</td>
<td></td>
</tr>
<tr>
<td>21A(7)</td>
<td>Remove the clause and place in Admissions Standard. Clause unchanged.</td>
<td></td>
</tr>
<tr>
<td>21A(8)</td>
<td>Remove the clause and place in Admissions Standard. Clause unchanged.</td>
<td></td>
</tr>
<tr>
<td>21A(9) Note</td>
<td>Replace concordance table link with Admissions Standard hyperlink.</td>
<td></td>
</tr>
<tr>
<td>*21B</td>
<td>Insert a new clause 21B - Exceptional circumstances Removing the undergraduate/postgraduate inconsistency regarding the Dean’s waivers as currently a Dean’s waiver is allowed for postgraduate but not undergraduate admissions. The new clause aligns with Dean’s waiver clause (24) for postgraduate courses. The detail will be included in the Admissions Standard.</td>
<td></td>
</tr>
<tr>
<td>*23(1)-(2)</td>
<td>Insert a new clause 23 ‘All applicants whose first language is English’, as the Coursework Policy currently only refers to applicants whose first language is not English. Current clause and associated subclauses will be 21A.</td>
<td>To establish an objective measure for determining English as a first language, such as citizenship or long-term/permanent residency of an English speaking country. The list of these countries will be provided in the draft Academic Standard. Reflects the new clause 21.</td>
</tr>
<tr>
<td>23A(2)(a)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of tertiary studies five years from the date of commencement.</td>
<td>To align with other commencement and expiration changes.</td>
</tr>
<tr>
<td>23A(2)(b)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of CET course completion to be within two years from the date of commencement.</td>
<td>To align with other commencement and expiration changes in 21A(2)(c)</td>
</tr>
<tr>
<td>23A(2)(c)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of English Language Proficiency Test scores two years from the date of commencement. Remove list of test scores and place on the Academic Boards – Academic Standards site.</td>
<td>Aligns with 21A(2)(d).</td>
</tr>
<tr>
<td>24</td>
<td>Remove subclauses 24(3)-(6) and include in Admissions Standard.</td>
<td>Change to ‘Exceptional circumstances’ – streamline the policy architecture by including ELP admissions in Admissions Standard.</td>
</tr>
<tr>
<td>New Admissions Standard clause 6(2)(a) – Other ELP</td>
<td>Insert a new clause that includes living and working in an English speaking country for five years prior to the commencement of studies as proof of ELP.</td>
<td>An additional criteria for demonstrating English Language Proficiency. Applies to undergraduate and postgraduate (coursework and higher degree by research) students.</td>
</tr>
<tr>
<td>New Admissions Standard clause 6(2)(b) – Other ELP</td>
<td>Insert a new clause whereby an applicant meets the ELP standard if they are currently registered with an accreditation body that has an English language requirement that is equivalent or greater than the University of Sydney.</td>
<td>An additional criteria for demonstrating English Language Proficiency. Applies to undergraduate and postgraduate (coursework and higher degree by research) students.</td>
</tr>
</tbody>
</table>
### HDR Rule 2011 English Language Proficiency Changes

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4(1)</td>
<td>Definition added: ‘English Language Proficiency Standards’.</td>
<td></td>
</tr>
<tr>
<td>7.1(2)(a)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of tertiary studies five years from the date of commencement.</td>
<td>Align with changes to the <em>Coursework Policy</em>.</td>
</tr>
<tr>
<td>7.1(2)(b)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of CET course completion to be within two years from the date of commencement.</td>
<td>To align with other commencement and expiration changes.</td>
</tr>
<tr>
<td>7.1(2)(c)</td>
<td>Remove the clause and place in Admissions Standard. Make the expiration of English Language Proficiency Test scores two years from the date of commencement. Remove list of test scores and place on the Academic Boards – Academic Standards site.</td>
<td>To align with ELP Test amendments in the <em>Coursework Policy</em>. Minimum test scores will remain unchanged.</td>
</tr>
<tr>
<td>7.1(3)</td>
<td>Replace ‘paragraph’ with Admissions Standard link.</td>
<td></td>
</tr>
<tr>
<td>7.2(1)-(4)</td>
<td>Remove the clause and place in Admissions Standard. Change to ‘Exceptional circumstances’.</td>
<td>Align with changes in the <em>Coursework Policy</em>.</td>
</tr>
<tr>
<td>7.2(3)(b)(v)</td>
<td>Remove the clause and place in Admissions Standard. ‘faculty’ correction.</td>
<td>Nomenclature correction.</td>
</tr>
</tbody>
</table>
COURSEWORK POLICY 2014

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

Dated: 3 December 2014

Last amended: 28 November 2017 (commencing 1 January 2018)

[insert date]

Signature:

Position: Chair, Academic Board

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PART 1 PRELIMINARY

1 Name of policy

This is the Coursework Policy 2014.

2 Commencement

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

3 Statement of intent

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

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

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

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

4 Application

(1) Except to the extent that a contrary intention is expressed:
   (a) this policy applies to:
      (i) staff, affiliates, students and applicants for coursework award courses; and
      (ii) non-award students, exchange students and study abroad students enrolled in a unit of study at the University;
   (b) it is a condition of each student’s admission to candidature that the student complies with their obligations under this policy.

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

5 Definitions

(1) In this policy: academic adviser means an academic employee nominated by the Dean of a faculty or Head of School and Dean of a University school to provide advice on student progression matters.
    academic progression register means the record of all students whose academic progression is being monitored by a faculty in accordance with this policy.
    academic progression requirements means the requirements for academic progression in an award course, set out in faculty resolutions, award course resolutions or this policy.
    academic transcript means a written statement setting out a student’s academic record at the University.
    admission means admission to candidature in a coursework award course at the University.
    advanced standing means acknowledgement by the University of relevant prior academic achievement or relevant experience, usually in the form of a reduced volume of learning, or credit points that count towards the requirements of an award course.
    appended honours course means a course that leads to an award of a degree with honours where the honours component is undertaken after the
student has met the course requirements for the degree (without honours).

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

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

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

Australian Tertiary Admissions Rank (ATAR) for an applicant, means:

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

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

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

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

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

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

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

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

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

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

The University offers two types of Bachelor degrees:

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

Note: See clause 83A.

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

Note: See clause 83C.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dean means, as appropriate, the Dean of the relevant faculty or the Head of School and Dean of the relevant University school.

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

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

disability, in relation to a person, means:

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

and includes a disability that:

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

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

domestic applicant means an applicant who is:

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

domestic student means a student who is:

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

double degree course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications.

eEarly intervention sStrategy means a study plan strategy to support students who identify themselves as being at risk of not meeting progression requirements, as provided in clause 73A.
educational access scheme means an entry scheme approved by the Academic Board in accordance Part 7 of this policy.

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

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

English Language Proficiency Standards means the Admissions Standards – English Language Proficiency, as determined by the Academic Board from time to time.

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

exchange student means a person who is:

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

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

faculty means a faculty, University school or a board of studies and in this policy refers to the faculties or University schools responsible for the relevant award course.

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

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

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

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

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

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

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

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

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

international applicant means an applicant who is not:

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

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

international student means a student who is not:

- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.
learning outcomes means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, stream, award course, or other curriculum component.

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

Note: See clause 83B.

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

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

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

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

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

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

misadventure means an unforeseen accident, mishap or personal misfortune.

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

non-award student means a person who is not admitted to an award course at the University, and who is not an exchange student or study abroad student, but is enrolled in a unit of study at the University.
non-specific credit means a ‘block credit’ for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.

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

open learning environment means a shared pool of units of study which are:
- of zero, two or six credit points value;
- approved by the Board of Interdisciplinary Studies; and
- available to all students according to the award course resolutions applicable to the award course in which they are enrolled.

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

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

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

Note: See clause 83C.

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

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

program director means the person responsible at a stream, program, major or degree level for managing the curriculum and providing coordination and advice to staff and students.

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

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

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

Recent school leaver means a person who completed the HSC or equivalent in the year immediately prior to admission or proposed admission to an award course, or who completed their HSC in the year immediately prior to that if the person has not undertaken any tertiary study.
Registrar means the Deputy Vice-Chancellor (Registrar).

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

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

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

specialisation has the meaning given in the Learning and Teaching Policy 2015, which at the date of this policy is:

- the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor degree or postgraduate degree; or
- the research specialisation developed in a Research Pathway Masters degree.

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

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

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

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

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

Study abroad student means a person who is:

- not an Australian citizen;
- not admitted to an award course at the University;
- admitted to a formally approved program of study at an overseas institution with which the University does not have an exchange agreement; and
- enrolled in units of study at the University.
<table>
<thead>
<tr>
<th><strong>Summer School</strong></th>
<th>means the intensive teaching period (split into three separate sessions) between December and January of each year, in which students may elect to undertake one or more units of study.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical and Further Education college (TAFE)</strong></td>
<td>means a college operated by TAFE NSW.</td>
</tr>
<tr>
<td><strong>Testamur</strong></td>
<td>means a certificate or award provided to a graduate, usually at a graduation ceremony.</td>
</tr>
<tr>
<td><strong>Test of English as a Foreign Language (TOEFL)</strong></td>
<td>means the test administered by Educational Testing Service or its licensees.</td>
</tr>
<tr>
<td><strong>undergraduate award course</strong></td>
<td>means a coursework award course leading to the award of an Associate Diploma, Diploma, Advanced Diploma or Bachelor degree or Bachelor (Honours) degree.</td>
</tr>
<tr>
<td><strong>undergraduate degree</strong></td>
<td>means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcomes specified for AQF level 7.</td>
</tr>
<tr>
<td><strong>unit of study</strong></td>
<td>means the smallest stand-alone component of an award course that is recordable on a student's transcript. Units of study have an integer credit point value, normally six credit points, except where approved by the Academic Board.</td>
</tr>
</tbody>
</table>

**Note:** See also Part 3 of the [Learning and Teaching Policy 2015](#).

| **unit of study co-ordinator** | means the academic staff member with overall responsibility for the planning and delivery of a unit of study. |
| **Universities Admission Centre (UAC)** | means the Universities Admissions Centre (NSW & ACT) Pty Limited, which processes applications for admission to most undergraduate courses at the University of Sydney and other participating institutions. |
| **university** | means a body that is established as a university or recognised as a university, by or under a law of the Commonwealth or a State or Territory, and meets nationally agreed criteria for a university. |
| **University** | means the University of Sydney, established under the [University of Sydney Act 1989](#). |
| **vertically-integrated combined degree** | means a combined degree across two AQF levels, for example Bachelor and Masters, or Masters and Doctorate. |
| **waiver** | means an exemption given by a faculty to a student from the requirement to complete a prescribed unit of study. |
| **Winter School** | means the intensive teaching period in July of each year, in which students may elect to undertake one or more units of study. |
working day means a day on which the University is usually open for business. This does not include any Saturday, Sunday, public holiday or any day designated as part of the University’s Christmas shutdown period.

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

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

PART 2 ADMISSION TO AWARD COURSES

6 Quotas

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

(a) the maximum number of applicants who may be admitted to a specified award course in a specified academic year;
(b) the maximum number of applicants who may be admitted to a specified award course under a special admission program in a specified academic year;
(c) the maximum number of students who may enrol in a specified unit of study in a specified academic year; and
(d) the maximum number of continuing students who may enrol in a specified unit of study in a specified academic year.

7 Admission by Dean

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

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

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

8 General requirements

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

(a) the person meets the requirements in the Coursework Rule, this policy and the relevant award course resolutions for admission to the award course;
(b) the person has not made a material misrepresentation in applying for admission to the award course; and
(c) if the person is an international applicant who will study in Australia, the person holds a visa enabling them to undertake courses of study in Australia.

9 Admission and candidature

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

(2) A person is admitted to candidature on the date on which they complete the admissions process.

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

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

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

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

(iii) enrol for the first time.

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

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

9A Admission standards

Except as determined by the Academic Board, the same or equivalent admission standards set by the Academic Board will apply to all applicants for an award course from 2020.

PART 3 ELIGIBILITY FOR ADMISSION TO UNDERGRADUATE COURSES

10 Domestic applicants – secondary studies

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

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

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

(c) any other school leaving examination, provided that the program of study and the standard of the examination are considered by the Academic Board to be equivalent to the program and the standard required of candidates for the HSC.
(2) The University will convert interstate or overseas school-leaving results in the manner determined by the Academic Board from time to time.

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

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

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

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

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

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

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

(5) No offer of admission to an award course will be made or withdrawn pursuant to subclause (4) without the approval of the Registrar.

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

11 Domestic applicants – tertiary studies

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

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

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

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

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

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

(a) has been excluded from a diploma or degree program for failure to meet progression requirements; and

(b) following the exclusion, passes at least one semester of study at degree level; or

(c) provides to the Associate Dean a satisfactory explanation of the circumstances for the exclusion;
is eligible for admission on the basis of tertiary studies.

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

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

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

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

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

12 Domestic applicants – other qualifications

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

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

12A Domestic applicants – transitional provisions

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

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

13 International applicants

(1) To be eligible for admission to candidature in an undergraduate award course, an international applicant must have:

(a) met one or more of the requirements for admission to an undergraduate award course in clauses 10-12 above; or
(b) successfully completed a preparation program approved by the Academic Board in accordance with clause 15.

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

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

14 Domestic and international applicants – special entry requirements

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

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

14A Domestic and international applicants – admission prerequisites

(1) The Academic Board may determine standards which set prerequisites for admission to particular award courses.

(2) Such standards will be published on the Academic Board standards website.

15 Approved preparation programs

(1) The preparation programs approved by the Academic Board for international students are:

(a) foundation programs offered by public higher education providers in Australia who are authorised to self-accredit their courses under the AQF;

(b) foundation programs offered by public higher education providers in New Zealand who are authorised to self-accredit their courses under the New Zealand Qualifications Framework; and

(c) the Advanced International Certificate of Education, University of Cambridge.

(2) The Academic Board may approve foundation and preparation programs offered by private higher education providers in Australia and New Zealand for international students, provided that:

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

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

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

(4) The preparation program approved by the Academic Board for domestic students is the Diploma of Tertiary Preparation offered through the University’s Centre for Continuing Education (see also clause 12(b) above).
(5) Unless otherwise specified in a particular course resolution, admission standards for foundation and preparation programs that are recognised for admission by the Academic Board will be set in accordance with the relevant UAC schedule.

PART 4 ELIGIBILITY FOR ADMISSION TO POSTGRADUATE COURSES

16 Graduate Certificate

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

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

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

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

17 Graduate Diploma

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

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

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

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

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

(i) an embedded graduate certificate in the appropriate discipline at the University, as determined by the program director; or

(ii) a program at another tertiary institution that the program director determines to be the equivalent of such a course;

without graduating from the course; and

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

18 Masters Degree (Advanced Learning Masters degree)

To be eligible for admission to an Advanced Learning Masters degree, an applicant must:
(a) have a Masters degree, a Graduate Diploma, a Bachelor degree (Honours), or a Bachelor degree (Pass) with a credit average, from the University in a relevant discipline, as determined by the program director;

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

(c) if the applicant does not satisfy subclauses (a) or (b), have completed:
   (i) the requirements for an award course leading to an embedded Graduate Diploma or Graduate Certificate in the appropriate discipline at the University of Sydney, as determined by the program director; or
   (ii) a program at another tertiary education institution, being a program that the program director determines to be the equivalent of an embedded course mentioned in subclause (i);

   without graduating from the course; and

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

19 Masters degree (Professional Masters degree)

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

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

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

(c) if the applicant does not satisfy subclause (a) or (b), have completed:
   (i) the requirements for an award course leading to an embedded Graduate Diploma or Graduate Certificate in the appropriate discipline at the University of Sydney, as determined by the program director; or
   (ii) a program at another tertiary education institution that the program director determines to be the equivalent of an embedded course mentioned in subclause (i);

   without graduating from the course; and

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

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

20 Exemption from eligibility requirements in exceptional circumstances

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

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

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

(a) has qualifications and experience equivalent to those eligibility requirements; and

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

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

PART 5 ENGLISH LANGUAGE REQUIREMENTS – UNDERGRADUATE COURSES

21 All applicants whose first language is English

(1) All applicants whose first language is English must provide evidence of:

(a) evidence of citizenship or permanent residency of an English speaking country; and

(b) completion of secondary or tertiary study in English at a recognised institution of an English speaking country listed in the English Language Proficiency Standards.

Note: The English Language Proficiency Standards are available from the Academic Board website <insert ELP Admissions Standards webpage link>.

21A All applicants whose first language is not English

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

(2) Subject to this Part, any applicant for admission to an undergraduate award course whose first language is not English, must have met the requirements of the as listed on the Academic Board Admissions Standard – English Language Proficiency Standards Academic Board Admissions Standards website <Insert ELP Admissions Standards webpage link>.

(a) an Australian educational qualification; or

(b) a record of satisfactory achievement in secondary or tertiary studies:

(i) in an English speaking country; or

(ii) in which the language of instruction was English; or
(c) satisfactorily completed an appropriate course at the University’s Centre for English Teaching; or

(d) within two years of the date on which the applicant will commence the course, achieved:

(i) an IELTS overall band score of 6.5, with at least 6.0 in each band;

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

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

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

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

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

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

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

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

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

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

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

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

(a) senior secondary study; or

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

in which the language of instruction was English.

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

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

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

(8) The Head of School and Dean of the Sydney Conservatorium of Music may, on application and at their discretion, admit to the Diploma of Music an applicant who has achieved an IELTS overall band score of 6.0.
(9)(3) If the Academic Board has prescribed qualifications accepted as proof of English language proficiency for applicants who have undertaken study in specified countries, an applicant who holds the prescribed qualifications will be considered to have met the minimum English language requirements for all undergraduate courses.

Note: A conversion table for English Language Skills Tests is available in the Academic Board Admissions Standards available on the Academic Board website: Academic Board standards website <update hyperlink to new Admissions Standard>.

21B Exemption from English language requirements in certain circumstances

(1) A Dean may exempt a student from the requirements of the English Language Proficiency Standards:
   (a) if they are satisfied that exceptional circumstances apply; and
   (b) on the bases specified in the English Language Proficiency Standards.

(2) The Dean must record any exemption in writing on the student file, including:
   (a) the proof of proficiency in English provided; and
   (b) the Dean’s reasons for granting the exemption.

Note: See Recordkeeping Policy 2017.

22 International applicants whose first language is not English

Where an international applicant:

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

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

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

PART 6 ENGLISH LANGUAGE REQUIREMENTS – POSTGRADUATE COURSES

23 All applicants whose first language is English

(1) All applicants whose first language is English must provide evidence of:
   (a) evidence of citizenship or permanent residency of an English speaking country; and
(b) completion of secondary and/or tertiary study in English at a recognised institution of an English speaking country listed in the English Language Proficiency Standards.

Note: The English Language Proficiency Standards are available from the Academic Board website [insert hyperlink]

23A All applicants whose first language is not English

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

(2) Subject to this Part, any applicant for admission to a postgraduate award course whose first language is not English, must meet the requirements of the English Language Proficiency Standards as listed on the Academic Board Admissions Standards website [insert ELP Admissions Standards webpage link].

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

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

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

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

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

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

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

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

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

24 Exemption from English language requirements in certain circumstances

A Dean may exempt a student from the requirements of the English Language Proficiency Standards:

(a) if they are satisfied that exceptional circumstances apply; and

(b) on the bases specified in the English Language Proficiency Standards.

The Dean must record any exemption in writing on the student file, including:
(a) the proof of proficiency in English provided; and
(b) the Dean’s reasons for granting the exemption.

Note: See Recordkeeping Policy 2017.

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

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

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

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

(5) In considering whether an applicant has enough competence in written and spoken English to complete the course successfully, the Dean:
   (a) must take into account any advice of the 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.

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

PART 7 SPECIAL ADMISSION PROGRAMS

25 Application for a special admission program

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

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

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

26 Flexible entry schemes

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

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

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

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

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

(c) do not have a tertiary record.

(4) Flexible entry schemes comprise two components:

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

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

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

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

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

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

(c) aptitude for the award course, demonstrated by:

(i) relevant work or other experience;

(ii) submission of a portfolio; or

(iii) submission of a statement of interest in the course.
Note: For subclause (5)(c), faculties may use written submissions, interviews or other methods to obtain information about aptitude.

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

26A Future Leaders Scheme

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

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

   (a) are eligible current school leavers attending a secondary school registered with the relevant state or territory Department of Education, including applicants who hold an International Baccalaureate;

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

   (c) have an ATAR or ATAR equivalent that lies between the previous year’s ATAR cut-off for that course and a lower limit determined by the faculty for that course; and;

   (d) meet all other applicable course entry requirements.

27 Broadway Scheme

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

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

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

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

   (b) have suffered:

      (i) long-term educational disadvantage; or

      (ii) severe disadvantage during the final two years of their secondary education.

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

(5) For the purposes of determining whether an applicant has suffered educational disadvantage, the Associate Dean of the relevant faculty may consider:
whether the home environment or conditions for study for the applicant were adverse;

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

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

(d) whether the applicant has English language difficulties;

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

(f) any financial hardship affecting the applicant;

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

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

28 Cadigal Program

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) where the applicant will be over 21 years old on 31 March in the academic year after the year in which the application is made:
(i) the applicant has successfully completed a tertiary education preparation course that the Associate Dean determines to be relevant to the course;

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

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

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

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

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

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

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

29 Conditional Early Offers Schemes

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

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

(3) The Associate Dean of a faculty may admit a domestic applicant to candidature in an undergraduate award course under the Conditional Early Offers Scheme only if:

(a) the applicant has an ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Conditional Early Offers Scheme; and

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

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

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

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

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

(d) whether the applicant has English language difficulties;

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

(f) any financial hardship affecting the applicant;

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

(h) whether the applicant has suffered physical or psychological abuse.
(5) For the purposes of determining whether an applicant has demonstrated early academic promise, the Associate Dean may, with the approval of the Academic Board, consider:

(a) evidence provided by the Principal of the applicant's school;
(b) performance in the Record of School Achievement;
(c) performance in a test approved by the Academic Board;
(d) other measures of promise approved by the Academic Board, including an interview or portfolio.

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

30 Principal's Recommendation Conditional Offer Scheme (E12)

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

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

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

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

(4) For their application for admission under the Principal's Recommendation Conditional Offer Scheme to be considered, applicants must complete the application form, including a statement of motivation demonstrating:

(a) their interest in and motivation for applying for one of the undergraduate award courses offered by the University; and
(b) their reasons for applying to the University.

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

(6) Applicants will be assessed against the following criteria:

(a) demonstrated interest in and motivation for the course of study;
(b) ability to set and meet long term goals;
(c) undertaking any prerequisite subjects;
(d) likelihood of meeting the required ATAR cut off score and succeeding in their studies at the University; and
(e) demonstrated leadership or citizenship skills.
(7) An assessment panel with at least two representatives from each participating faculty will evaluate all applications against the eligibility and selection criteria, and make a recommendation to the relevant Associate Dean.

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

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

Note: The minimum ATAR will be lower than that required for mainstream entry.

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

31 Mature Age Applicants Scheme

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(6) Applicants may be required to:
   (a) attend an interview;
   (b) provide a work portfolio; or
   (c) successfully complete a practical examination.

(7) When deciding whether to make an offer of admission under the Mature Age Applicants Scheme, the relevant Associate Dean may take into account:
   (a) the applicant’s personal qualities;
   (b) whether the applicant is likely to complete the course successfully;
   (c) the applicant’s work experience;
   (d) any relevant TAFE or AQF courses successfully completed by the applicant.

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

32 Elite Athletes or Performers Scheme

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

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

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

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

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

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

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

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

34 Special Consideration for Admission Scheme

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

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

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

PART 8 ADMISSION DECISIONS AND OFFERS

35 Basis for admission decisions

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

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

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

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

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

36 Conditional offers

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

37 Accepting an offer

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

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

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

PART 9 DEFERRAL

38 Deferred admission by commencing undergraduate applicants

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

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

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

(4) The Associate Dean of the relevant faculty may extend the period of deferral for an individual applicant to a maximum of two years.

(5) Applicants who are offered a place in an undergraduate award course at the Sydney Conservatorium of Music must undertake a further satisfactory audition prior to admission.
(6) The Associate Dean of the relevant faculty may decline to allow deferral for a particular course.

PART 10  CHANGE OF RESIDENCY

39 International applicants and students changing from international to domestic status

(1) If an international undergraduate applicant changes from international to domestic status prior to enrolling in their course and:
   (a) their ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
   (b) there are places available in the course;
   the applicant will be transferred to a Commonwealth supported place.

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

(3) If an international undergraduate student changes from international to domestic status prior to the census date for their course and:
   (a) their ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
   (b) there are places available in the course;
   the applicant will be transferred to a Commonwealth supported place.

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

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

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

(7) Subject to this clause, if an international postgraduate applicant changes from international to domestic status prior to enrolling in their course, the applicant will be transferred to a domestic fee-paying place.
(8) If an international postgraduate student changes from international to domestic status before the census date for their course, the student will be transferred to a domestic fee-paying place.

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

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

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

PART 11 RECOGNITION OF PRIOR LEARNING

40 Forms of recognition of prior learning

(1) The University recognises that students commence courses with different levels, areas and forms or prior learning.

(2) The University may recognise prior learning by granting:

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

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

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

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

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

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

(4) Reduced volume of learning is a reduction in the number of credit points required for a student to complete their award course, in recognition of the student’s:

(a) level and subject area of qualifications completed prior to admission; or

(b) equivalent professional experience.
Note: An example of specific credit is credit given for Physics 1 [PHYS1001] at the University of Sydney for Physics 1 undertaken at the University of Adelaide.

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

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

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

(1) An Associate Dean may, in accordance with this policy, the faculty resolutions and the award course resolutions, grant specific credit or non-specific credit to an undergraduate or postgraduate student for study undertaken:

(a) in another award course at the University;
(b) in an award course at another Australian tertiary institution;
(c) at a recognised overseas tertiary institution;
(d) in an accredited higher education course offered by a registered private provider;
(e) in a course offered by the Vocational Education and Training Sector;
(f) in another award program approved by the Dean following an evaluation process; or
(g) in a non-award program approved by the Academic Board.

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

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

(3) Entry to the University's courses is competitive and eligibility for credit does not guarantee an applicant a place in a course.
(4) Credit will not be granted:

(a) for units of study completed more than:
   (i) 10 years ago; or
   (ii) if the faculty resolutions prescribe a shorter period, the prescribed period;
   prior to admission to candidature in the course that the credit is applied to;

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

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

(d) except with the permission of the Associate Dean, for units of study or non-specific credit listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with subclause 43A(2); or

(e) except with the permission of the Associate Dean, to reinstate specific credit or non-specific credit that has previously been rescinded, on request by the student in accordance with clause 43B.

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

(a) progression to more advanced units of study within a particular course; and
(b) time limits for completion of the course.

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

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

Note: See clause 46 regarding waivers.

43 Awarding reduced volume of learning

(1) A program director may, in accordance with this policy and the award course resolutions, and on request by a student, approve a reduction in the volume of learning required for the student to complete their award course, in recognition of:

(a) a prior qualification in the same discipline as the award course;
(b) a prior qualification in a cognate discipline deemed by the a program director to provide comparable preparation to subclause (a);
(c) relevant professional experience deemed by the program director to provide comparable preparation to subclause (a); or
(d) a prior qualification in an appropriate discipline at AQF level 8 or above.

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

(a) the factors set out in subclause 42(2) above;
(b) whether the student’s experience is documented;
(c) whether any documentation provided by the student demonstrates skills, knowledge or understanding that are equivalent to those that would be gained in relevant University studies.

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

(4) Reduced volume of learning will not be granted, except with the permission of the program director:

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

(b) to reinstate reduced volume of learning that has previously been rescinded, on request by the student in accordance with clause 43B.

43A Accepting and declining offers of specific credit, non-specific credit and reduced volume of learning

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

(2) An applicant or student must accept or decline (in whole or in part) any offer of credit made by the University:

(a) prior to enrolment, on or before the date of their first enrolment in the award course for which credit is being offered;

(b) during candidature, within twelve months of the date of the offer of credit.

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

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

Note: See clause 38 regarding deferral.

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

(1) A program director may, in accordance with this policy and the award course resolutions, and on request by a student, rescind any specific credit, non-specific credit or reduced volume of learning previously granted to the student in accordance with this policy.

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

44 Limits on credit and reduced volume of learning

(1) Subject to this clause, and notwithstanding any credit or reduced volume of learning granted in order to qualify for an award:
an undergraduate student must complete a minimum of:

(i) one year (or part-time equivalent) of the award course at the University; and

(ii) 48 credit points of the award course at the University;

(b) a postgraduate student must complete at least 50 per cent of the course requirements at the University; and

(c) a student enrolled in a Masters degree must complete a minimum of 48 credit points of postgraduate study (including any postgraduate study at another university) in order to qualify for the award.

(2) The Associate Dean may vary the requirements in subclause (1) where the work was completed:

(a) as part of an embedded program at the University;

(b) as part of another award course undertaken at the University; or

(c) as part of an award course approved by the University as part of an approved conjoint venture with another institution.

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

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

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

(a) in an embedded program at the University; or

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

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

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

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

45 Credit in embedded programs, including embedded honours

Note: Faculties have authority to establish embedded programs in closely related academic or professional areas, to establish incrementally higher levels of attainment at Graduate Certificate, Graduate Diploma and Masters level. Faculties may specify in the award course resolutions or faculty resolutions conditions for transfer from one award in the embedded program to another.
(1) Students enrolled in an embedded program who have met the conditions for, and elect to, transfer to a longer award course in that embedded program:

(a) may transfer their enrolment to the longer award course; and

(b) will receive credit for all of the units of study completed in the shorter award course, provided that the units of study are approved as a requirement for the longer award course; and

(c) will not be permitted to graduate from the shorter award course.

(2) Subject to the relevant course requirements, graduates of a course in an embedded program who subsequently become candidates for a longer award course in the same embedded program may be granted credit for units of study completed in the shorter award course.

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

(4) A student who has met the requirements for a Bachelor degree at pass level may, subject to the award course resolutions:

(a) receive credit for completed units of study; and

(b) enrol in the same Bachelor degree award course at honours level.

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

46 Awarding waivers

(1) A program director may, having regard to a student's previous learning or experience, waive the requirement that the student undertake a compulsory unit of study.

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

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

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

PART 12 ENROLMENT IN AND UNDERTAKING UNITS OF STUDY

47 Units of study

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

(2) Each unit of study is assigned a specified number of credit points by the faculty responsible for the unit of study.
383

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

(4) The total number of credit points required for completion of an award course, including a combined degree or double degree course, is specified in the Senate resolutions and the award course resolutions.

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

(6) A program director may, subject to the award course resolutions and with the approval of the relevant program director in the faculty in which the unit of study is offered, permit a student to enrol in and obtain credit for a unit of study that is not listed in the table of units for the course.

48 Students must enrol in units of study

(1) Subject to this policy, each student must, for each semester, enrol in units of study offered in their award course.

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

Note: See also Part 13.

49 Assumed knowledge

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

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

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

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

50 Prerequisite and co-requisite requirements

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

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

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

51 Enrolment restrictions

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

(a) enrol in a unit of study that they have already completed towards the requirements for an award course;

(b) enrol in any unit of study that overlaps substantially in content with a unit of study that has already been completed by the student, or for which credit or a waiver or exemption has been granted;

(c) enrol in units of study additional to award course requirements;

(d) enrol in units of study with a total credit point value exceeding:

(i) for enrolments in any one semester – 30 credit points;

(ii) for enrolments in the Summer School – 12 credit points;

(iii) for enrolments in the Winter School – six credit points; or

(e) enrol in a prohibited unit of study.

Note: The award course resolutions may prescribe a lower credit point value limit.

Note: The Associate Dean will specify prohibited units of study in the table of units.

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

52 Repeating a unit of study

(1) Unless granted an exemption by the unit of study co-ordinator, a student who repeats a unit of study must:

(a) participate in the learning experiences provided for the unit of study; and

(b) meet all the examination, assessment and attendance requirements for the unit of study.

(2) Except with the permission of the unit of study co-ordinator, a student who presents for reassessment in any unit of study is not eligible for any prize or scholarship awarded in connection with that unit of study.

53 Concurrent enrolment

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

(a) with the permission of the relevant Associate Deans; or

(b) as part of an approved combined degree or double degree program.

Note: This includes courses offered by other institutions.
(2) The same unit of study cannot be counted towards the requirements for two
different courses, except:
(a) for combined degrees;
(b) for the purpose of satisfying prerequisite, co-requisite and admission
requirements; and
(c) where a student is permitted to enrol in two postgraduate programs
simultaneously, faculties may allow a maximum of two units of study to be
cross-credited towards requirements for a maximum of two degrees as set
out in clause 90.

54 Cross-institutional study

(1) A student may, with the permission of the program director, enrol in a unit or units
of study at another university or institution and have those units of study credited to
the student's award course.

(2) The program director may impose conditions on any cross-institutional study
approved in accordance with subclause (1).

55 Attendance

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

(2) A student enrolled in a unit of study must comply with the requirements set out in
the faculty resolutions, award course resolutions or unit of study outline about
undertaking the unit of study, including on matters such as:
(a) attendance at and participation in lectures, seminars and tutorials; and
(b) participation in practical work.

(3) A program director may specify the circumstances under which a student who does
not satisfy attendance requirements may be deemed not to have completed a unit
of study or award course.

(4) A unit of study co-ordinator may, having regard to the student's previous studies,
exempt a student from a requirement mentioned in subclause (1).

PART 13 DISCONTINUATION AND SUSPENSION OF
ENROLMENT

56 Discontinuation of enrolment

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

(2) A student's enrolment in the course or the relevant units of study will be treated as
discontinued from the date of discontinuation, unless they produce evidence that
there was good reason why the application could not be made at an earlier time.
(3) A student who discontinues enrolment in a course during their first year of enrolment in the course will not be permitted to re-enrol in that course unless:
(a) the Associate Dean granted prior permission to re-enrol; or
(b) the student is later re-selected for admission to the course.

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

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

57 Suspension of enrolment by student

(1) All provisions of this clause are subject to restrictions imposed by the Education Services for Overseas Students Act 2000 on student visa holders.

(2) An undergraduate student in a course may suspend their enrolment in a course:
(a) on up to two separate occasions during their candidature; and
(b) for a maximum period of one year, or
(c) with the approval of the Associate Dean, for a maximum period of two years.

(3) A postgraduate student may suspend their enrolment in a course for a maximum period of one year on each occasion.

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

(5) The Associate Dean must approve:
(a) a third or subsequent period of suspension for an undergraduate student; or
(b) a suspension of more than one year by any student.

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

58 Suspension and termination of candidature for failure to enrol

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

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

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

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

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

PART 14 ASSESSMENT

60 Statement of intent

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

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

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

61 Assessment principles and their implementation

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

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

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

62 Principle 1 - Assessment practices must advance student learning

This principle requires that:

(1) Assessment practices align with goals, context, learning activities and learning outcomes.
(2) A variety of assessment tasks are used while ensuring that student and staff workloads are considered.

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

(4) Constructive, timely and respectful feedback develops students’ skills of self and peer evaluation and guides the development of future student work.

63 Principle 2 - Assessment practices must be communicated clearly to students and staff

This principle requires that:

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

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

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

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

64 Principle 3 - Assessment practices must be valid and fair

This principle requires that:

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

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

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

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

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

This principle requires that:

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

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

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

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

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

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

66A Simple extensions

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

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

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

67 Special consideration due to illness, injury or misadventure

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

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

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

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

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

(6) Rescinded.

(7) A student who is reasonably capable of attempting an examination should do so, despite any accompanying application for special consideration.
(8) All requests for special consideration must be genuine and made in good faith.

(a) Attempts to use special consideration as a means of gaining an unfair advantage in an assessment must be rejected.

(b) Making a request for special consideration that is not genuine or in good faith may lead to disciplinary action against a student.

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

(10) Special consideration must not be granted for:

(a) balancing workloads from other units of study, disciplines or faculties;

(b) information and communications technology-related problems, except where they could not have been prevented, avoided or the effects minimised by reasonable diligence by the student; or

(c) jury service, military service, national sporting, religious or cultural commitments or other unforeseen events for which special arrangements may be provided in accordance with this policy.

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

68 Students with a disability

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

Note: See the University’s Disability Services website.

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

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

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

(a) extra time for reading, writing, resting or toilet breaks;

(b) use of a scribe;

(c) examination papers in alternative formats;

(d) use of assistive technology;

(e) ergonomic furniture;

(f) using a designated room and experienced supervisors;

(g) using a separate room with a scribe or assistive technology;

(h) rescheduling and or spacing of examinations into the deferred examination period.
69 Special arrangements for assessments

(1) The relevant delegate may make special arrangements available to any student who is unable to meet assessment requirements or attend examinations because of one or more of the following:

   (a) essential religious commitments or essential beliefs (including cultural and ceremonial commitments);
   (b) compulsory legal absence (such as jury duty or court summons);
   (c) sporting or cultural commitments, including political or union commitments, where the student is representing the University, state or nation;
   (d) birth or adoption of a child;
   (e) Australian defence force or emergency service commitments (including Army Reserve);
   (f) the relevant delegate forms the view that employment of an essential nature to the student would be jeopardised and that the student has little or no discretion with respect to the employment demand.

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

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

70 Responsibilities for implementation of this Part

(1) The Academic Board is responsible for:

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

(2) The Registrar is responsible for:

   (a) overseeing the release of results to students; and
   (b) overseeing the conduct of examinations.

(3) Deans and Associate Deans are responsible for:

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

(4) Heads of Schools and Deputy Heads of Schools are responsible for:

   (a) appointing principal examiners; and
(b) appointing program directors.

(5) **Program directors** are responsible for:

(a) developing and overseeing an assessment strategy for the students’ program or major that is consistent with this policy and any associated procedures;

(b) fostering a whole of program or major approach to assessment;

(c) ensuring program or major learning outcomes and standards are made clear to students;

(d) monitoring overall assessment loads for both staff and students;

(e) ensuring program or major learning outcomes are assessed at appropriate points throughout the degree;

(f) ensuring that assessment tasks reflect increasing levels of complexity across the program or major; and

(g) facilitating and promoting opportunities for professional development of assessment practice for all staff teaching a program, with particular emphasis on new and less experienced teachers.

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

(a) developing and implementing an assessment strategy which is consistent with this policy and any associated procedures;

(b) managing the moderation of assessment design and marking to ensure the validity and reliability of assessment within the unit;

(c) ensuring that assessment requirements for a unit are discussed and understood by all members of staff involved in teaching and assessment, including seasonal and casual teachers; and

(d) monitoring and reflecting on student assessment outcomes and student survey data to make changes to the assessment strategy for the unit in light of the review, as appropriate.

(7) **Unit of study lecturers and tutors** are responsible for:

(a) assessing student work fairly, consistently and in a timely manner;

(b) providing timely feedback which enables students to further improve their learning and performance wherever possible; and

(c) advising students in relation to expectations relevant to specific assessment tasks.

(8) **Students** are responsible for:

(a) actively engaging with assessment tasks, including carefully reading the guidance provided, spending sufficient time on the task, ensuring their work is authentic and their own (whether individual or group work) and handing work in on time;

(b) actively engaging in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. asking for clarification or advice);

(c) actively engaging with and acting on feedback provided;

(d) providing constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys or student representation on committees); and
(e) becoming familiar with University policy and faculty procedures and acting in accordance with those policy and procedures.

PART 15 PROGRESSION

71 Progression requirements

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

See Part 4 of the Coursework Rule.

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

72 Statement of intent

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

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

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

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

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

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

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

73 Monitoring progression

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

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

(a) whether the student has attended compulsory teaching and assessment components of a unit of study;

(b) whether the student has over-enrolled in an attempt to catch up on failed units of study; and

(c) whether there are significant variations in the student’s academic performance.
(3) Where the attendance record of a student is deemed by the Associate Dean to be unsatisfactory, that information will be recorded in the student record keeping system.

73A Early Intervention Strategies

(1) Students who believe they are at risk of not meeting progression requirements, the student may approach their faculty for support early intervention strategy.

(2) A faculty may implement an early intervention strategy by developing a study plan with the student based on the student’s academic performance or personal circumstances.

(3) Study plans should specify: a faculty may implement an Early Intervention Strategy to develop a study plan with the student, which should detail:
   (a) a study timetable;
   (b) an enrolment pattern; and
   (c) an estimated completion date for the degree.

(4) The faculty in implementing an Early Intervention Strategy, must record in the against a student’s electronic file:
   (a) the student’s application for an Early Intervention Strategy;
   (b) evidence outlining the specific circumstances and request; and
   (c) the study plan.

(5) Students with an Early Intervention Strategy must consult with the faculty about any proposed variations to the study plan.

(6) A student who fails to follow their prescribed study plan must contact the faculty for a reassessment of their study plan.

74 Progression profile

(1) Associate Deans will establish and maintain a progression profile for each student who is identified as not meeting academic progression requirements.

(2) The progression profile will include all documents relating to a student’s academic progression, including correspondence and interview records.

(3) The progression profile will be attached to the student’s file.

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

(1) At the end of each semester, relevant Associate Deans will identify the students in courses offered by their faculty who are not meeting academic progression requirements.

(2) A student will be identified as not meeting academic progression requirements in a semester if:
(d)(a) the student received a Fail, Discontinued - Fail or Absent Fail grade in more than 50% of the total credit points allocated to the units of study in which they were enrolled for the semester;

(e)(b) the student’s semester average mark was less than 50;

(f)(c) the award course resolutions stipulate that:

(i) an average mark above 50 is required in order to remain enrolled in an award course or stream; and

(ii) alternative enrolment is available; and

the student’s average mark for all the units of study in which they were enrolled for the semester was less than the required average mark;

(g)(d) the student failed one or more barrier units of study, compulsory units of study, field work, clinical work, practicum or other professional experience specified in the award course resolutions;

(h)(e) the student has failed twice to pass the same unit of study (excluding Summer School and Winter School units of study);

(i)(f) the student’s attendance record during the semester was unsatisfactory; or

(j)(g) the student is unable to complete their award course within the maximum time limit, while carrying a normal student load.

76 Stage 1 - Students identified for the first time as not meeting academic progression requirements

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

(2) The letter will advise each student:

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

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

(c) that they are advised to:

(i) complete a Staying on Track survey; and

(ii) attend a Staying on Track information session;

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

(e) where the student is enrolled in an award course whose normal full-time duration is two years or less, that:

(i) if they fail to meet progression requirements in the following semester, they may be asked to show good cause why they should be permitted to re-enrol in the award course; and

(ii) they are recommended to consult an academic adviser in their faculty.

(3) Associate Deans may require students to consult an academic adviser.
(4) The Staying on Track survey will:

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

(b) advise students to avail themselves of, and include details of, student support services available at the University, including:
   (i) the Counselling Service;
   (ii) the Learning Centre;
   (iii) the University Health Service; and
   (iv) the student representative bodies.

(5) The Staying on Track information session will:

(a) provide information on study skills; and

(b) introduce students to the student support services in subclause (4) (b).

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

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

(1) Students who:

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

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

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

(2) Students who:

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

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

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

(3) The letter will advise each student:

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

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

(c) that they are advised to:
   (i) complete a Staying on Track survey; and
   (ii) attend a Staying on Track information session, if they have not already done so;

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

(e) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile.
(4) The Staying on Track survey will:
   (a) assist students to identify and explain why they are having difficulties
       meeting academic progression requirements; and
   (b) require students to consult with their year adviser or Associate Dean, who
       will ask them to provide information about any support services they have
       consulted or other remedial action they have taken since they were first
       identified as not meeting academic progression requirements.

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

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

78 Stage 3 - Being asked to show good cause

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

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

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

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

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

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

(e) attach any relevant documentary evidence.

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

(8) The Associate Dean will provide reasons for their decision, which will be recorded on the student's progression profile.

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

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

79 Permission to re-enrol

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

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

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

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

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

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

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

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

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

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

Note: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.
81 Applying for re-admission after exclusion for failure to meet progression requirements

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

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

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

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

Note: For information on applying for admission to other courses at the University after exclusion, see clause 11.

82 Reversion

(1) Where a student previously identified as not meeting academic progression requirements meets progression requirements for two consecutive semesters, their name will be removed from the academic progression register.

(2) If, having been removed from the academic progression register, a student who has previously been identified as not meeting academic progression requirements fails again to meet progression requirements, they will be regarded as being at Stage 1 of the process outlined in this Part. These students may, at the Associate Dean’s discretion, be required to consult an academic adviser about their progress.

PART 16 SHOW GOOD CAUSE FOLLOWING FAILURE, DISCONTINUATION OR EXCLUSION

83 Show good cause following failure, discontinuation or exclusion

(1) The Associate Dean may require a student to show good cause why they should be permitted to re-enrol in a unit of study that they have failed or discontinued more than once, whether that unit of study was failed or discontinued when the student was enrolled in an award course offered by the current faculty or by another faculty.

(2) The Associate Dean may require a student who:

   (a) has had their candidature in an award course at the University, or at another institution, terminated due to failure or discontinuation; and

   (b) has subsequently been admitted or re-admitted to an award course at the University;

   to show good cause why they should be permitted to re-enrol in a year of candidature or a unit of study that they have failed or discontinued in the year immediately following the admission or re-admission.

(3) Where a student has not shown good cause why they should be allowed to re-enrol, the Associate Dean may:
(a) exclude the student from the relevant course; or
(b) permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include but are not limited to:
   (i) completion of a unit or units of study within a specified time;
   (ii) exclusion from a unit or units of study; and
   (iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study.

(4) The Associate Dean may not exclude a student who subsequently does not meet any conditions on enrolment imposed under subclause (3)(b) without allowing the student a further opportunity to show good cause.

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

PART 17 AWARD COURSE REQUIREMENTS

Note: To qualify for the award of a degree, diploma or certificate, a student must:
   • complete the award course requirements prescribed in any relevant faculty resolutions and the award course resolutions; and
   • satisfy the requirements of the Coursework Rule and any applicable policy

See clause 5.1 of the Coursework Rule.

Note: See clause 102(3) for commencement dates of clauses 83A to 83C inclusive.

Note: See also clauses 18(1)–(10) of the Learning and Teaching Policy 2015.

83A Award course requirements for all Bachelor degrees

(1) The Bachelor degree:
   (a) offers liberal, professional or specialist learning and education; and
   (b) builds on prior secondary or tertiary study.

(2) All Bachelor award courses must meet:
   (a) the requirements for either:
       (i) a Liberal Studies Bachelor degree; or
       (ii) a Professional or Specialist Bachelor’s degree;
       and
   (b) the applicable award course resolutions.
83B Award course requirements for the Liberal Studies Bachelor degree

(1) Any Liberal Studies Bachelor degree will have a requirement of 144 credit points of study as specified in the award course resolutions, including the requirement to complete:
   (a) core units of study as specified, to a maximum of 24 credit points;
   (b) a major or a program from the list specified;
   (c) a minimum of 12 credit points of elective units from the open learning environment; and
   (d) a minor from a shared pool of minors common to Liberal Studies Bachelor degrees.

(2) Every Liberal Studies Bachelor degree must be designed to support the development of the graduate qualities and must require all students to demonstrate those qualities.

(3) Every Liberal Studies Bachelor degree must offer the opportunity for students to complete:
   (a) a second major in place of the minor required in subclause 83B(1)(d) above from a shared pool of majors common to Liberal Studies Bachelor degrees;
   (b) a program from a pool of the degree’s list of available programs;
   (c) elective units of study from a shared pool of elective units common to Liberal Studies Bachelor degrees (except where the requirements for a program do not allow sufficient free credit points to take electives);
   (d) elective modules from the open learning environment;
   (e) in addition to the Liberal Studies Bachelor degree, the requirements for the Bachelor of Advanced Studies in a combined degree as set out in the award course resolutions.

83C Award course requirements for the Professional or Specialist Bachelor degree

(1) Any Professional or Specialist Bachelor degree must:
   (a) have a requirement of not less than 144 credit points of study as specified in the award course resolutions;
   (b) support the development of the graduate qualities; and
   (c) require all students to demonstrate those qualities.

(2) Professional or Specialist Bachelor degrees may offer the opportunity for students to complete, in addition to the Professional or Specialist Bachelor degree, a Bachelor of Advanced Studies.

84 Masters by coursework

The Masters by coursework degree:

(a) is a program of either or both of advanced learning and professional training;
(b) builds on prior undergraduate study; and
(c) normally leads to a capstone experience, which provides an opportunity to synthesise the knowledge and experience gained.

85 The capstone experience

(1) All Advanced Learning Masters degrees and appropriate Professional or Specialist Masters degrees culminate in a capstone experience.

(2) The capstone experience:
   (a) is a unit of study designed to provide students with an opportunity to:
      (i) draw together the learning that has taken place during the award course;
      (ii) synthesise the learning that has taken place during the award course with their prior learning and experience; and
      (iii) draw conclusions that will form the basis for further investigation and intellectual and professional growth;
   (b) will be integrative, foster student autonomy and, where appropriate, a transdisciplinary perspective;
   (c) will contribute to award course aims and graduate qualities;
   (d) is taken towards the end of the award course, with the result captured in a mark or the component of a mark;
   (e) may take the form of:
      (i) a long essay;
      (ii) a thesis;
      (iii) a project;
      (iv) a professional placement;
      (v) a comprehensive or oral examination;
      (vi) a portfolio with commentary;
      (vii) a performance;
      (viii) an exhibition;
      (ix) a public presentation;
      (x) a law moot; or
      (xi) another activity appropriate to the discipline.

86 Award course requirements for the Advanced Learning Masters degree

(1) The Advanced Learning Masters degree comprises a minimum of one year of full-time advanced study culminating in a capstone experience.

(2) Advanced Learning Masters degrees contain optional opportunities for interdisciplinary study and research and, where appropriate and feasible:
   (a) exchange and work-based projects; and
(b) professional or industry experience.

(3) Advanced Learning Masters degrees carry the title Master of Arts in [discipline], Master of Science in [discipline], or a title specified in the relevant award course resolutions.

(4) Candidates for the Advanced Learning Masters degree must complete a minimum of 48 credit points of study, or such higher number as specified in the award course resolutions, including:
   (a) core advanced units of study as specified in the award course resolutions;
   (b) a capstone experience;
   (c) elective advanced units of study, including:
      (i) an optional 12 credit points of research, as prescribed in the award course resolutions;
      (ii) optional units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties;
   (d) where specified in the award course resolutions, optional elective units designed by the faculty involving a professional or industry project; and
   (e) where appropriate and specified in the award course resolutions, optional inter-institutional units of study.

87 Award course requirements for the Professional Masters degree

(1) The Professional Masters degree comprises a minimum of one year and a maximum of four years of full-time study leading to a qualification that contributes to professional accreditation or recognition.

(2) Where appropriate to professional requirements, Professional Masters degrees will include:
   (a) a capstone experience;
   (b) opportunities for interdisciplinary study;
   (c) research;
   (d) inter-institutional study; and
   (e) professional or industry experience.

(3) Candidates for Professional Masters degrees must complete the requirements set out in the award course resolutions, which will include a minimum of 48 and a maximum of 192 credit points, including:
   (a) core units of study as specified in the award course resolutions;
   (b) where appropriate, a capstone experience;
   (c) elective advanced units of study including, where appropriate and feasible:
      (i) an optional 12 credit points of research as set out in the award course resolutions;
      (ii) optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties;
(iii) where specified in the award course resolutions, optional elective units designed by the faculty involving a professional or industry project; and

(iv) where specified in the award course resolutions, optional exchange units.

87A Award course requirements for Research Pathway Masters degree

(1) The Research Pathway Masters degree builds on a prior undergraduate degree and develops advanced knowledge and skills necessary to undertake research in a Doctor of Philosophy.

(2) The usual Research Pathway Masters degree is the Master of Advanced Studies [specialisation].

(3) The volume of learning in a Research Pathway Masters degree will depend on the student’s prior undergraduate and postgraduate study, but will normally be:

(a) 48 credit points, for a student who has taken a major or specialisation in a 192 credit point undergraduate degree or AQF level 8 qualification at a standard accepted by the relevant faculty and in an area of the specialisation of the Masters degree;

(b) 72 credit points, for a student who has taken a major or specialisation in a 144 credit point undergraduate degree at a standard accepted by the relevant faculty and in an area of the specialisation of the Masters degree; or

(c) 96 credit points, for a student who has not taken a major or specialisation in the area of specialisation of the Masters degree at a standard accepted by the faculty.

(4) The course resolutions for each Research Pathway Masters degree must:

(a) require a maximum of 96 credit points; and

(b) include:

(i) a research project of 24 – 36 credit points;

(ii) advanced coursework which develops knowledge and research skills in the discipline of the specialisation at 4000- and – 5000 level;

(iii) a minimum of 72 credit points at or above -4000 level;

(iv) a minimum of 36 credit points at or above -5000 level;

(v) a minimum of 6 credit points and a maximum of 12 credit points from the open learning environment at -5000 level.

(5) The course resolutions for a Research Pathway Masters degree may also provide for a maximum of 24 credit points at or above -3000 level for students admitted without an undergraduate major or specialisation as provided in subclause 87A(3)(c).

Note: For further discussion of levels, see the Learning and Teaching Policy 2015.

88 Award course requirements for the Graduate Diploma

(1) The Graduate Diploma is an advanced program of study building on either or both of prior undergraduate and postgraduate study.
(2) A Graduate Diploma may be offered as an embedded award in an Advanced Learning or Professional Masters program, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Diploma will be Graduate Diploma in [discipline], where [discipline] is:
   (a) an identifier that is unique within the faculty; and
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Diploma is offered as a stand-alone program, its title will be as specified in the award course resolutions.

(5) Candidates for a Graduate Diploma must complete a minimum of 36 and a maximum of 48 credit points of study, including:
   (a) core units of study as specified in the award course resolutions; and
   (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties.

89 Award course requirements for the Graduate Certificate

(1) The Graduate Certificate is an advanced program of study building on:
   (a) prior undergraduate study; or
   (b) where approved by the faculty, prior experience that is considered by the faculty to demonstrate knowledge and aptitude to undertake the required units of study.

(2) A Graduate Certificate may be offered as an embedded award in an Advanced Learning program, a Professional Masters program, a Graduate Diploma, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Certificate will be Graduate Certificate in [discipline], where [discipline] is:
   (a) an identifier that is unique within the faculty; and
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Certificate is offered as a stand-alone program, its title will be as specified in the award course resolutions.

(5) Candidates for the Graduate Certificate must complete a minimum of 24 and a maximum of 36 credit points of study, including:
   (a) core units of study as specified in the award course resolutions; and
   (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties.

90 Award course requirements for combined postgraduate coursework degrees and double degrees

(1) Subject to this clause, faculties may establish combined degree and double degree programs involving postgraduate coursework awards allowing some units to be cross-credited to both degrees.
(2) The minimum course requirement for a double Masters degree is 96 credit points, equating to two years of full-time study.

(3) The cross-credited units of study for combined postgraduate degrees and double degrees must not exceed a value of 12 credit points in each degree.

(4) Faculties may admit candidates to two postgraduate award courses and allow a maximum of 12 credit points to be credited to both awards, provided that:

(a) where the awards are offered by two faculties, double enrolment is with the permission of the Deans of both faculties; and

(b) units of study to be cross-credited in both degrees are cross-credited with the written approval of the relevant program directors.

91 Award course requirements for combined degree and double degree programs for the award of a Bachelor and Masters degree

(1) Subject to this clause, faculties may establish combined degree and double degree programs for the award of a Bachelor degree and the award of a Masters degree.

(2) The minimum requirements for a double degree combining the award of a Bachelor degree and a Masters degree is 192 credit points, equating to four years of full-time study.

(3) Candidates may not proceed to units of study at the Masters level without achieving in units contributing to the Bachelor degree at:

(a) a credit level; or

(b) such higher level as is set out in the award course resolutions.

91A Award course requirements for vertically-integrated Bachelor and Masters degrees generally

(1) This section applies to vertically-integrated Bachelor and Masters degrees approved after 1 January 2018.

(2) All vertically-integrated Bachelor and Masters degrees must meet:

(a) the applicable course resolutions for each of the integrated award courses; and

(b) the requirements for:

(i) Research Pathway vertically-integrated Bachelor and Masters degrees specified in clause 91B; or

(ii) Specialist or Professional vertically-integrated Bachelor and Masters degrees specified in clause 91C.

91B Award course requirements for Research Pathway vertically-integrated Bachelor and Masters degrees

(1) The award course resolutions for a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:
(a) a total of 216 credit points;
(b) 72 credit points from the Master of Advanced Studies (discipline) degree, as specified in subclause 91B(2);
(c) a minimum of 72 credit points at or above -4000 level;
(d) a minimum of 36 credit points at or above -5000 level; and
(e) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.

(2) The Masters portion of a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:
   (a) a named specialisation that develops research ability in a discipline to a sufficient standard for admission to a Doctor of Philosophy;
   (b) a research project of 24-36 credit points; and
   (c) advanced coursework developing knowledge and research skills in the discipline of the specialisation at or above -4000 level.

(3) The course resolutions for a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:
   (a) a total of 240 credit points:
   (b) 48 credit points from the Master of Advanced Studies (discipline) degree, as specified in subclause 91B(4);
   (c) a minimum of 48 credit points at or above -4000 level;
   (d) a minimum of 36 credit points at or above -5000 credit point level; and
   (e) a minimum of 6 and a maximum of 12 credit points from the open learning environment at -5000 level.

(4) The Masters portion of a Research Pathway vertically-integrated Bachelor and Masters degree with a Bachelor degree of 192 credit points must require:
   (a) a named specialisation that develops research ability in a discipline to a sufficient standard for admission to a Doctor of Philosophy;
   (b) a research project of 24-26 credit points; and
   (c) advanced coursework developing knowledge and research skills in the discipline of the specialisation at or above -4000 level.

Note: For further discussion of levels, see the Learning and Teaching Policy 2015.

91C Award course requirements for Professional or Specialist vertically-integrated Bachelor and Masters degrees

(1) The award course resolutions for a Professional or Specialist vertically-integrated Bachelor and Masters degree with a Bachelor degree of 144 credit points must require:
   (a) a total of 216 credit points;
   (b) 72 credit points from the Master of Advanced Studies (discipline) degree, including:
      (i) a project of 12 -36 credit points;
      (ii) a minimum of 72 credit points at or above -4000 level;
(iii) a minimum of 36 credit points at or above -5000 level; and
(iv) a minimum of 6 and a maximum of 12 credit points from the open
learning environment at -5000 level.

(2) The award course resolutions for a Professional or Specialist vertically-integrated
Bachelor and Masters degree with a Bachelor degree of 192 credit points must
require:
(a) a total of 240 credit points;
(b) 48 credit points from the Master of Advanced Studies (discipline) degree,
including:
   (i) a project of 12- 36 credit points;
   (ii) a minimum of 48 credit points at or above – 4000 level; and
   (iii) a minimum of 36 credit points at or above – 5000 level; and
   (iv) a minimum of 6 and a maximum of 12 credit points from the open
   learning environment at -5000 level.

Note: For further discussion of levels, see the Learning and Teaching Policy 2015.

PART 18 AWARDS

Note: An Undergraduate Diploma may be awarded at one of four grades: pass, pass with merit,
pass with distinction, pass with high distinction.
A Bachelor degree may be awarded at one of two grades: pass, or pass with honours.
Degrees of Master by coursework may be conferred, and Graduate Diplomas and
Graduate Certificates may be awarded, only at a pass grade.
See clause 6.1 of the Coursework Rule.

92 Transcripts and testamurs

(1) A student who has completed an award course or a unit of study at the University
will receive an academic transcript upon application and payment of any required
fees.

Note: For information on the circumstances in which the University will apply sanctions
for unpaid debts, see the Student Debtor Sanctions Policy 2014.

(2) Testamurs and transcripts will provide the information specified in the Learning and
Teaching Policy 2015 and the Learning and Teaching Procedures 2016

92A Aegrotat and posthumous awards

The Registrar may, on the recommendation of the relevant Dean, authorise the conferral
of an aegrotat or posthumous award in circumstances involving serious illness or the
death of a student.
PART 19  AWARDS WITH HONOURS

93 Admission to an award course with honours

(1) On the recommendation of the relevant Head of School or program director, an Associate Dean may admit a student to an appended honours course, if the student has:
   (a) met the requirements for a pass degree in the course;
   (b) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate study (excluding any 1000-level units if the course is available on a full-time basis to high school graduates); and
   (c) met any additional requirements set by the faculty resolutions or award course resolutions for admission to honours in the course.

(2) On the recommendation of the relevant Head of School or program director, an Associate Dean may admit a student to an integrated honours course:
   (a) if the student has:
      (i) met the requirements for a pass degree in the course;
      (ii) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate units of study (excluding any 1000-level units if the course is available on a full-time basis to high school graduates); and
      (iii) met any additional requirements set out by the faculty resolutions or award course resolutions; or
   (b) from the commencement of the award course if:
      (i) the Academic Board has approved the award course as one that meets the learning outcomes of an AQF Level 8 honours qualification; and
      (ii) the award course resolutions incorporate explicit requirements for completion of the award course that are consistent with the awarding of honours as prescribed in this policy.

(3) On the recommendation of the relevant Heads of Schools or program directors of faculties that offer and administer the proposed honours courses, an Associate Dean may admit a student to honours or double honours in a combined degree with the Bachelor of Advanced Studies if the student has:
   (a) completed:
      (i) 144 credit points in the combined degree program;
      (ii) a Liberal Studies undergraduate degree program at the University; or
      (iii) a program of study deemed by the relevant Heads of Schools or program directors to be the equivalent of such study;
   (b) achieved a weighted average mark of at least 65, as specified in the award course resolutions, in the first three years (144 credit points) of the combined degree;
   (c) completed:
      (i) requirements for a major in the intended area of honours specialisations; or
(ii) study of equivalent depth in the intended area as set out in the award course resolutions; and

(d) met any additional requirements for admission to the honours courses set by the faculty or school and approved by the Academic Board.

(4) A student who is enrolled in an appended honours course:

(a) may not graduate with the pass degree; and

(b) may not enrol part-time except in accordance with the award course resolutions.

(5) A student who fails or discontinues an appended honours year may not re-enrol in it, except with the approval of the Associate Dean.

94 Principles for the award of honours

The principles for the University's offering degrees with honours are:

(a) the award of honours is reserved to indicate special proficiency;

(b) the University offers courses leading to a degree with honours to provide research training opportunities to students who demonstrate special proficiency and the ability to undertake further study and research within a discipline;

(c) a course leading to a degree with honours is intended to attract and stimulate students of high ability;

(d) honours awards are in classes, to recognise and reward outstanding academic ability;

(e) an honours course:

(i) will provide the foundations of research training within the relevant discipline; and

(ii) will have an identifiable, discipline-specific individual research, scholarly or creative component that is allocated at least 12 credit points; and

(f) the assessment tasks for research units of study will comprise, at least in part, a dissertation.

95 Qualifying for an award with honours

(1) To qualify for an award with honours, a student must meet the requirements set out in the faculty resolutions and award course resolutions.

(2) The award of a degree with honours, and the grade of honours awarded, will be assessed and calculated according to two mechanisms:

(a) for appended honours and for honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies - by an honours mark; or

(b) for integrated honours - by a grade average calculated across at least 48 credit points of study.

(3) Each faculty will publish the grading systems and criteria for the award of honours in that faculty.
96 **Determining honours awards for appended honours and integrated honours (using a 48+ credit point average)**

(1) This clause applies to:
(a) an appended honours course; and
(b) an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using a mark calculated across units of study attracting at least 48 credit points but less than 96 credit points.

(2) A student who achieves a mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) A student who achieves a mark of less than 65 is not awarded honours.

97 **Determining honours awards for integrated honours (using a 96+ credit point average)**

(1) This clause applies to an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using an honours mark calculated across units of study that together have at least 96 credit points.

(2) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>50 ≤ honours mark &lt; 65</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) The award course resolutions for a course may require a student to achieve higher honours marks for particular classes of honours.

(4) A student who achieves a mark of less than 65 may be awarded Third Class honours where this has been specified as available under the course resolutions.
97A Determining honours awards on the basis of an embedded honours component in a combined degree with the Bachelor of Advanced Studies

(1) This clause applies to honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies.

(2) Where a student is undertaking a combined degree with the Bachelor of Advanced Studies, the student may be awarded the combined degree with honours on the basis of completion of an honours component embedded within the combined degree.

(3) The requirements for embedded honours in a combined degree with the Bachelor of Advanced Studies will be specified in the combined award course resolutions, and will require the completion of an honours component comprising:

(a) 36-48 credit points of 4000-level work at honours level, including an honours research project of 12–36 credit points included in the 4000-level work; and

(b) honours coursework of 12-36 credit points.

(4) A student may be awarded double honours in a combined degree with the Bachelor of Advanced Studies on completion of a second honours component.

(5) The requirements for double honours in a combined degree with the Bachelor of Advanced Studies will be the completion of:

(a) 36-48 credit points as set out in subclause 97A(3); and

(b) the requirements for the combined degree as set out in the award course resolutions.

(6) The honours mark will be:

(a) calculated according to a method specified in the faculty or school resolutions of the faculty or school offering the honours course; and

(b) based on results from 36-48 credit points of work as specified in subclause 97A(3).

(7) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range ...</th>
<th>will be awarded honours ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(8) A student who achieves a mark of less than 65 is not awarded honours.

(9) The honours mark for a student in a combined degree with the Bachelor of Advanced Studies will be determined by the faculty that administers the honours course in the discipline in which it is taken. The faculty administering the student’s candidature will award honours on the basis of the mark determined by the faculty administering the honours course.
(10) Where a student enrolled in a combined degree with the Bachelor of Advanced Studies is admitted to and completes honours requirements, the name of the honours component would replace the major indicated in brackets next to the appropriate degree in the nomenclature for the combined degree.

(a) Where the completed honours component is normally available in the partner degree to the Bachelor of Advanced Studies the nomenclature for the combined award should indicate the honours component in brackets attached to the partner degree as in the following example: Bachelor of Science (Mathematics Honours) / Bachelor of Advanced Studies (Philosophy).

(b) Where the completed honours component is not normally available in the partner degree to the Bachelor of Advanced Studies, the nomenclature for the combined award should indicate the honours component in brackets attached to the Bachelor of Advanced Studies as in the following example: Bachelor of Science (Mathematics) / Bachelor of Advanced Studies (Philosophy Honours).

(c) Where double honours is completed, the nomenclature for the combined award should indicate the honours component in brackets attached to both awards as in the following example: Bachelor of Science (Mathematics Honours) / Bachelor of Advanced Studies (Philosophy Honours).

PART 20 UNIVERSITY MEDALS

98 Qualifying for a University Medal

A student who has qualified for a Bachelor degree with honours with an outstanding academic record throughout the award course may be eligible for the award of a University Medal.

99 Awarding University Medals

(1) Faculties may signal outstanding achievement in a Bachelor degree course with honours by awarding a University Medal to one or more students.

(2) Faculties will discuss and determine the normal minimum levels of academic performance required for the award of a University Medal, using broadly comparable University-wide criteria approved by the Academic Board.

(3) Honours students entering the University with advanced standing will be assessed for University Medals in the same way as students undertaking their entire award course within the University.

(4) In the case of students who have completed the requirements for honours as an embedded component in a combined degree with the Bachelor of Advanced Studies:

(a) the faculty offering the embedded honours component may recommend to the Board of Interdisciplinary Studies that a University Medal be awarded to a student, after considering the student’s honours mark and academic record for the entire combined award;
(b) the Board of Interdisciplinary Studies will consider all University Medal recommendations for students in a combined award with the Bachelor of Advanced Studies and make recommendations to the relevant administering faculties for candidates for the combined award; and

(c) the administering faculties for candidates for the combined award will award the University Medal according to the recommendation of the Board of Interdisciplinary Studies.

PART 21 TERMINATION OF CANDIDATURE

100 Failure to complete within time limits

The candidature of a student who has not completed the course requirements for an award course within the period prescribed under clause 4.2 of the Coursework Rule, is by force of this clause, automatically terminated at the end of that period.

Note: The candidature of a student who discontinues their enrolment in a course during their first year of enrolment in the course, without prior permission from the Dean to re-enrol, is automatically terminated in accordance with subclause 56(3) of this policy.

Note: The candidature of a student who does not enrol for any unit of study for two consecutive semesters is automatically terminated in accordance with subclause 58(3) of this policy.

101 Termination of candidature where disqualifying circumstances exist

(1) Subject to this clause, the Registrar may terminate the candidature of a student if one or more of the following disqualifying circumstances exist:

(a) the student, or someone acting on the student’s behalf, made a material misrepresentation in applying for admission to an award course;

(b) the student failed to disclose to the University a fact or circumstance material to its decision to admit the person to an award course; or

(c) the student was admitted to an award course on the basis of a degree, diploma or certificate obtained wholly or partly by fraud, academic misconduct or other dishonesty.

(2) Before terminating the candidature of a student in accordance with this clause, the Registrar must give the student written notice of the proposed termination of candidature.

(3) The notice must:

(a) set out the basis on which it is proposed that the student's candidature be terminated;

(b) inform the student that they may make written submissions to the Registrar on the proposed termination of candidature, and by when to make such submissions;

(c) inform the student that the Registrar will determine, after considering any submissions from the student, whether to terminate the student's candidature.
(4) The period for making submissions under subclause (3) must be at least 20 working days.

(5) The Registrar will:
   (a) consider the student’s submissions within 10 working days of receiving them; and
   (b) take all reasonable measures to finalise the process as soon as practicable.

(6) If the Registrar is satisfied, after considering any submissions made by the student, that:
   (a) the disqualifying circumstances specified in the notice exist; and
   (b) because of those disqualifying circumstances the student’s candidature in the award course should be terminated;

the Registrar will terminate the student’s candidature in the award course.

(7) The Registrar will notify the student of the decision in writing, including reasons, as soon as possible after it is made.

(8) If the Registrar terminates the candidature of a student in accordance with this clause:
   (a) any liability of the student to pay fees or charges to the University is not affected in relation to the course; and
   (b) the student is not entitled to a refund, repayment or set off of any fee or other amount paid in relation to the course; and
   (c) the student will not be eligible for admission to any course at the University for a period of three years from the date of termination of candidature.

Note: A decision made by the Registrar in accordance with this clause is not an ‘academic decision’ and cannot be appealed to the Student Appeals Body in accordance with the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

102 Rescissions, replacements and transitional arrangements

(1) This document replaces the following, which are rescinded as from the date of commencement of this document:
   (a) Admission: Advanced Standing, Credit and Exemption Policy, which commenced on 15 April 1998;
   (b) Admission to Undergraduate Courses Policy, which commenced on 16 October 2002;
   (c) Assessment Policy 2011, which commenced on 9 November 2011;
   (d) Academic Board Policy on Awards with Honours, which commenced on 13 August 2003;
   (e) Postgraduate English Language Requirements Policy, which commenced on 24 August 2011; and
   (f) Student Academic Progression Policy, which commenced on 13 December 2006.

(2) A reference in any course resolution, faculty resolution or policy to any document rescinded by this policy should be construed as a reference to this policy.

(3) Clauses 83A, 83B and 83C apply to
(a) all new courses approved after 25 July 2016; and
(b) all other courses from 1 January 2018.
SCHEDULE 1

Common Result Grades

(1) The Academic Board has adopted a set of grades that are common to all undergraduate and postgraduate courses that award merit grades for coursework, as set out in the following table.

(2) Learning outcomes for units of study are reported in one of two ways:
   (a) by grade and mark: the mark and grade must correspond as indicated in the Schedule below;
   (b) by grade only: the grade should be either Satisfied Requirements (SR) or Failed Requirements (FR).

(3) Learning outcomes for a unit of study must be reported in the same way for all students enrolled in the unit.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
<th>Use</th>
<th>Use in WAM</th>
<th>Impact on Progression/at risk status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF</td>
<td>Range from 0 to 49</td>
<td>To be awarded to students who fail to demonstrate the learning outcomes for the unit at an acceptable standard through failure to submit or attend compulsory assessment tasks or to attend classes to the required level. In cases where a student receives some marks but fails the unit through failure to attend or submit a compulsory task, the mark entered shall be the marks awarded by the faculty up to a maximum of 49. This grade should not be used in cases where a student attempts all assessment tasks but fails to achieve a mandated minimum standard in one or more task. In such cases a Fail (FA) grade and a mark less than 50 should be awarded.</td>
<td>Included in WAM</td>
<td>To Count as Fail</td>
</tr>
<tr>
<td>2</td>
<td>CA</td>
<td>Range from 65 to less than 75</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
</tr>
<tr>
<td>3</td>
<td>CN</td>
<td>No mark</td>
<td>To be used when an enrolment is cancelled.</td>
<td>Not included in WAM</td>
<td>No impact on progression or at risk status</td>
</tr>
<tr>
<td>4</td>
<td>CR</td>
<td>Range from 65 to less than 75</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
</tr>
<tr>
<td>5</td>
<td>DA</td>
<td>Range from 75 to less than 85</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
</tr>
<tr>
<td>6</td>
<td>DF</td>
<td>No mark</td>
<td>Recorded on external transcript. This applies in cases of discontinuation from the time DC ceases to be automatically available up to the cessation</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Range</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 DI</td>
<td>Distinction</td>
<td>Range from 75 to less than 85</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty. Included in WAM.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 DC</td>
<td>Discontinued not to count as failure</td>
<td>No mark</td>
<td>Recorded on external transcript. This result applies automatically where a student discontinues after the Census Date but before the end of the seventh week of the Semester (or before half of the unit of study has run in the case of units of study which are not Semester-length). A Faculty may determine that the result of DC is warranted after this date if the student has made out a special case based on illness or misadventure (see clause 14(13)(a)(v) of the Assessment Procedures 2011). Not included in WAM.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 FA</td>
<td>Fail</td>
<td>Range from 0 to less than 50</td>
<td>To be awarded to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty. This grade, with corresponding mark, should also be used in cases where a student fails to achieve a mandated standard in a compulsory assessment, thereby failing to demonstrate the learning outcomes to a satisfactory standard. In such cases the student will receive the mark awarded by the faculty up to a maximum of 49. Included in WAM.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 FR*</td>
<td>Failed Requirements</td>
<td>No mark</td>
<td>To be awarded in units of study where student achievement is measured either as Satisfied Requirements or Failed Requirements only, without a mark to students who, in the their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty. Not included in WAM.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 HA</td>
<td>High Distinction (Aegrotat)</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars for the unit established by the faculty. Included in WAM.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 HD</td>
<td>High distinction</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars established by the faculty. Included in WAM.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 IC</td>
<td>Incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result. Not included in WAM.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Except in special cases approved by the Academic Board, this result will be converted to a normal permanent passing or failing grade either: (a) by the Dean at the review of examination results pursuant to clause 15 of the Assessment Procedures; or (b) automatically to an AF grade by the third week of the immediately subsequent academic session or in the case of Semester 2, by mid-February.

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade Description</th>
<th>Range of Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA</td>
<td>Pass (Aegrotat)</td>
<td>Range from 50 to less than 65</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
</tr>
<tr>
<td>PS</td>
<td>Pass</td>
<td>Range from 50 to less than 65</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
</tr>
<tr>
<td>SA*</td>
<td>Satisfied Requirements (Aegrotat)</td>
<td>No mark</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. No mark is awarded with this grade. May only be awarded by a Dean.</td>
</tr>
<tr>
<td>RI</td>
<td>Result incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used in cases where a result will remain incomplete for longer periods than allowed for the IC result, for example, in Honours programs that run overtime, or for exchange students.</td>
</tr>
<tr>
<td>SR*</td>
<td>Satisfied requirements</td>
<td>No mark</td>
<td>To be awarded in units of study where student achievement is measured as a pass or fail only without a mark to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
</tr>
<tr>
<td>UC</td>
<td>Unit of Study Continuing</td>
<td>No mark</td>
<td>Used at the end of a semester for units of study which have been approved to extend into a following Semester. This will automatically flag that no final result is required until the end of the last Semester of the unit of study.</td>
</tr>
<tr>
<td>WD</td>
<td>Withdrawn</td>
<td>No mark</td>
<td>Not recorded on external transcript. This is the result that is used where a student applies to discontinue a unit of study by the published Census</td>
</tr>
</tbody>
</table>
SCHEDULE 2

1 Grade Descriptors for Honours awards

These descriptors are intended to apply to all Honours awards at the University of Sydney. They have been designed to foster collective thinking about standards between disciplines, to assist students, supervisors, staff and disciplinary groups to calibrate their own internal, professional or disciplinary standards with those applied across the University and to promote discussion about standards among students, staff, supervisors and faculties.

2 The University medal

(1) University medal candidates will have produced an outstanding research thesis that has been awarded a Class 1 Honours. Additionally, candidates will have demonstrated an exceptional level of achievement across the whole degree program.

(2) Knowledge: A student who receives First Class Honours and the University Medal will demonstrate commanding breadth and depth of knowledge of the discipline studied, together with a strong understanding of its context and insight into problem solving and into the potential for further inquiry.

(3) Skills: A student who receives First Class Honours and the University Medal will demonstrate:

(a) advanced skills that equip them to function and solve advanced problems within a profession or discipline under supervision and with autonomy and insight;

(b) a thorough proficiency in the methods, techniques and subject matter appropriate to the field or fields studied and insight into their application;

(c) strong skills and insight in the interpretation of results, data and appropriate information sources;

(d) a capacity for illuminating critical analysis and self-evaluation;

(e) outstanding skills in written and oral communication and in organisation and documentation;

(f) exceptionally innovative, creative and imaginative thinking; and

(g) cognitive and technical skills to carry out a research project with a high level of autonomy.

(4) Application of Knowledge and Skills: A student who receives First Class Honours and the University Medal will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) competently defending, where appropriate, their research within the chosen academic discipline at an expert level;

(b) autonomy in thinking and motivation;

(c) imagination, originality and insight;

(d) comprehensive and extensive critical analysis and synthesis at an advanced level;
(e) insightful analysis of results and the potential and limitations of their study;
(f) a high degree of intellectual consistency; and
(g) coherent and rigorous design and meticulous execution of projects.
(5) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.

3 First Class Honours

(1) **Knowledge**: A student who receives First Class Honours will demonstrate breadth and or depth of knowledge of the discipline(s) studied at a very high level, and the ability to place their work in context, appreciating the implications and broader significance.

(2) **Skills**: A student who receives First Class Honours will demonstrate:
   (a) advanced or professional skills that equip them to function and solve advanced problems within a profession or discipline under supervision and with autonomy;
   (b) a very high level of proficiency in the methods, techniques and subject matter appropriate to the field or fields studied;
   (c) a very high level of skill in the interpretation of results, data and appropriate information sources;
   (d) a high degree of sophistication in critical analysis and self-evaluation;
   (e) outstanding written and oral expression, organisation, format and documentation;
   (f) where relevant, highly innovative, creative and imaginative thinking; and
   (g) a very high level of cognitive and technical skills to carry out a research project with considerable independence.

(3) **Application of knowledge and skills**: A student who receives First Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:
   (a) significant independence in thinking and motivation;
   (b) significant evidence of originality and insight;
   (c) comprehensive critical analysis and synthesis at an advanced level;
   (d) a skilful treatment and analysis of unexpected outcomes or inconsistent results, and or recognition of some limitation of the methodology, if relevant; and
   (e) a well-developed logical approach to designing appropriate research strategies.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.

4 Second Class Honours, Division I

(1) **Knowledge**: A student who receives Second Class Honours, Division I, will have advanced knowledge in the discipline of study and sound knowledge of the research principles and methodologies appropriate to the field of study.
(2) **Skills:** A student who receives Second Class Honours, Division I, will demonstrate:

(a) advanced or professional skills that equip them to function and solve problems within a profession or discipline under supervision and with independence;

(b) a high level of proficiency in the methods, techniques and subject matter of the field studied;

(c) a high level of cognitive skills to interpret results, data and other information sources;

(d) mastery of the modes of expression appropriate to the field of study, enabling fluent and succinct presentation of knowledge; and

(e) technical skills to plan a solid research project under supervision and execute it with some independence.

(3) **Application of knowledge and skills:** A student who receives Second Class Honours, Division I, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) design and plan a solid piece of research and scholarship;

(b) critically evaluate and synthesise material; and

(c) contextualize their work within the broader discipline of study.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and pursue independent research at postgraduate level.

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5 **Second Class Honours, Division II**

(1) **Knowledge:** A student who receives Second Class Honours, Division II will have advanced knowledge of an area of, or a problem in, a discipline in sufficient depth to understand the range of scope of a defined topic, have a broad grasp of its theoretical underpinnings and understand the general range of principal issues facing that area of the discipline.

(2) **Skills:** A student who receives Second Class Honours, Division II will demonstrate:

(a) advanced or professional skills that equip them to understand problems within a profession or discipline under supervision and with some independence;

(b) a broad understanding of the methods, techniques and subject matter of the field studied and some proficiency;

(c) advanced cognitive skills to understand the interpretation of results and data and the ability to apply this understanding with supervision;

(d) effective skills in the modes of expression appropriate to the field of study; and

(e) technical skills to contribute to the planning of a research project and to execute it with direct supervision.

(3) **Application of knowledge and skills:** A student who receives Second Class Honours, Division II, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision and have demonstrated some independence of thought and autonomy; and
(b) with the guidance of a supervisor, draw valid conclusions based on investigation, observation and/or experiment, and understand the scope and limitations of those conclusions.

(4) Graduates at this level will demonstrate the capacity to pursue further study and after further research training, demonstrate the potential for independent research.

6 Third Class Honours

(1) Knowledge: A student who receives Third Class Honours will have advanced knowledge of an area of a discipline and understand relevant theory.

(2) Skills: A student who receives Third Class Honours will have

(a) skills that equip them to understand problems;

(b) some understanding of the methods, techniques and subject matter of the field studied;

(c) cognitive skills to understand the interpretation of results and data with supervision;

(d) communication skills that are able to articulate a problem and an approach taken to its solution; and

(e) technical skills to participate in the planning and execution of a research project with direct supervision.

(3) Application of knowledge and skills: A student who receives Third Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision.

(b) with the guidance of a supervisor, graduates will be able to understand and draw conclusions based on investigation, observation and/or experiment.

(4) Graduates at this level, after undertaking further research training, will demonstrate the capacity to pursue further supervised study.

7 Fail

(1) A fail to achieve Honours indicates that the student has not demonstrated the learning outcomes for any of the classes of Honours available.

(2) Students who do not achieve Honours may be awarded a pass degree provided that they have demonstrated the learning outcomes for the degree.
NOTES

Coursework Policy 2014

Date adopted: 3 December 2014
Date commenced: 18 December 2014
Date amended: 28 November 2017, commencing 1 January 2018
Date registered: 17 December 2014
Administrator: Secretariat, Academic Board
Review date: 3 December 2019

Rescinded documents: Admission: Advanced Standing, Credit and Exemption Policy
Assessment to Undergraduate Courses Policy
Assessment Policy 2011
Academic Board Policy on Awards with Honours
Postgraduate English Language Requirements Policy
Student Academic Progression Policy

Related documents: Australian Citizenship Act 2007 (Cth)
Disability Discrimination Act 1992 (Cth)
Education Act 1990 (NSW)
Education Services for Overseas Students Act 2000 (Cth)
University of Sydney Act 1989 (NSW)
Disability Standards for Education (Cth)
University of Sydney (Delegations of Authority - Academic Functions) Rule 2016
University of Sydney (Student Discipline) Rule 2016
University of Sydney (Coursework) Rule 2014
University of Sydney (Student Appeals against Academic Decisions) Rule 2006
Academic Honesty in Coursework Policy 2015
Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015
Learning and Teaching Policy 2015
Assessment Procedures 2011
Recordkeeping Manual
## AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>Updated incorrect hyperlinks and numbering (administrative change only)</td>
<td>12 February 2015</td>
</tr>
<tr>
<td>92A</td>
<td>Clause added</td>
<td>16 February 2015</td>
</tr>
<tr>
<td><strong>Note 4478 (Note)</strong></td>
<td>Corrected reference to incorrect clause</td>
<td>16 February 2015</td>
</tr>
<tr>
<td>39</td>
<td>Corrected to ensure compliance with <em>Education Services for Overseas Students Act 2000</em></td>
<td>13 April 2015</td>
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<tr>
<td>12A</td>
<td>Clause added</td>
<td>25 May 2015</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of numbering errors (administrative change only)</td>
<td>12 June 2015</td>
</tr>
<tr>
<td>5, 10, 11, 12, 15, 25, 31, 34, 38, 44, 51, 77, 78</td>
<td>Amendments to a range of clauses as requested by Admissions and the Student Centre</td>
<td>1 July 2015</td>
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<tr>
<td>101</td>
<td>Amendment to align this clause with the ESOS National Code</td>
<td>16 September 2015</td>
</tr>
<tr>
<td>38</td>
<td>Amended to allow deferral by all applicants</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>5(1), 41 (Note 27), 42, 43, 43A, 43B, 67, 69</td>
<td>Amendments to a range of clauses related to the Student Administrative Services Project, particularly the centralised processing of credit applications and special considerations requests.</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>25</td>
<td>Amendment to include reference to Dux Entry Scheme</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>5, 28(4), 68(1), Related documents</td>
<td>Amended references and hyperlinks to other documents</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>5, 66A</td>
<td>Addition of clause and definition for simple extensions</td>
<td>11 April 2016</td>
</tr>
<tr>
<td>38, 39, 43A, 57, 60, 101, Schedule 1</td>
<td>Amendments to other clauses as requested by Admissions and the Student Centre</td>
<td>11 April 2016</td>
</tr>
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<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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<tr>
<td>101 (8) (a), 101 (8) (b)</td>
<td>Administrative amendment, correction of typographical amendment.</td>
<td>3 May 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of typographical errors and clause references (administrative amendments only).</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Notes</td>
<td>Numbering of notes removed.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>6</td>
<td>Definitions added: Bachelor of Advanced Studies; Bachelor degree; graduate qualities; Liberal Studies Bachelor degree; minor; open learning environment; undergraduate degree; Definitions deleted and replaced: department; program; program co-ordinator; stream; unit of study; Definitions deleted: graduate attributes; References to course changed to award course.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>8(a); 8(b); 11(2); 14(2); 16(c); 17(e); 25(2); 42(1); 43(1); 43B(1); 44(6); 44(7); 45(4); 47(1); 47(4); 47(6); 48(2); 51(1); 55(2); 57(3); 71; 75(2); 86(3); 86(4); 87(3); 88(4); 88(5); 89(4); 89(5); 91(3); 93(1); 93(2); 93(4); 95(1); 96(1); 97(1); 97(3)</td>
<td>References to course changed to award course.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>20(2); 65(2); 85(2)(c).</td>
<td>References to graduate attributes changed to graduate qualities.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>26A(1); 26A(2)</td>
<td>References to Dux Entry Scheme changed to Future Leaders Scheme.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>26A(3)</td>
<td>Subclause deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>44(1)</td>
<td>Cross reference to clauses 42 and 43 deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>44(7) note</td>
<td>Reference to Senate resolutions changed to award course resolutions.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Part 17 note</td>
<td>Note added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>83A; 83B; 83C</td>
<td>New clauses added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>93(3)</td>
<td>New subclause(3) added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>97A</td>
<td>New clause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>99(2)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>99(4)</td>
<td>Subclause deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>102(3)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>97</td>
<td>Amendments related to the award of 3rd Class Honours</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>33</td>
<td>Deleted</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>Schedule 1</td>
<td>Administrative amendment to remove reference to obsolete grades.</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>60(1)(b)</td>
<td>Administrative amendment to remove reference to graduate attributes and replace with reference to graduate qualities.</td>
<td>2 March 2017</td>
</tr>
<tr>
<td>Schedule 1</td>
<td>Administrative amendment – minor typographical error</td>
<td>18 July 2017</td>
</tr>
<tr>
<td>4(2); 21(3) note; Notes</td>
<td>Administrative amendment - updated references to <em>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</em></td>
<td>18 September 2017</td>
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<tr>
<td>5(1)</td>
<td>Administrative amendment - updated hyperlink to <em>University of Sydney Act 1989</em></td>
<td>18 September 2017</td>
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<td>Amendment</td>
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<tr>
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<tr>
<td>21(9) note; 49(3)</td>
<td>Administrative amendment – updated hyperlink to Academic Board Standards website</td>
<td>18 September 2017</td>
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<td>5(1)</td>
<td>Deleted reference to <em>University of Sydney By-law 1999 (as amended)</em></td>
<td>18 September 2017</td>
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<tr>
<td>26A(2)(a)</td>
<td>Administrative amendment – replacing “NSW” with “relevant state or territory”</td>
<td>18 September 2017</td>
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<td>Notes</td>
<td>Administrative amendment – replaced “<em>University of Sydney By-law</em>” with <em>University of Sydney (Student Discipline) Rule 2016</em></td>
<td>18 September 2017</td>
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<tr>
<td>7(1); 10(5); 11(5)(c); 16(a); 16(b); 17(a) – 17(d); 18(a) – (c); 19(a) – (c); 21(5) – (6); 21(9); 24(3)(a); 27(5); 28(6); 28(6)(a)(ii); 28(6)(b) (i) and (iii); 28(7); 29(2) – (5); 30(2); 30(7) – (9); 31(7); 31(2); 31(6) 38(4); 38(6); 42(6); 43(1) – 43(4); 43A(4); 43B(1) – (2); 44(7); 46(1) – (2); 47(6); 52(1) – (2); 54(1)–(2); 55(3); 55(4); 56(3)(a); 58(2); 72(2)-(3); 59(2); 70(3); 73(1) – (3); 74(1); 75(1); 76(1); 76(3); 77(2);</td>
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</table>

Consequential amendments arising from *University of Sydney (Delegations of Authority – Academic Functions) Rule 2016*
<table>
<thead>
<tr>
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<th>Amendment</th>
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<tr>
<td>77(5); 82(2); 90(4)(b); 93(1); 93(2); 93(3); 93(3)(a)(iii); 93(5); 100 note;</td>
<td>Consequential amendments arising from organisational design change</td>
<td>1 January 2018</td>
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<td>5; 21(7); 21(8); 70(3)(c); 70(4); 70(4)(a); 70(5)</td>
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<tr>
<td>12A(2); 92A</td>
<td>Replacing Deputy Vice-Chancellor (Registrar) with Registrar – for consistency within document</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>24(2)</td>
<td>Insert “Chair of the” before Graduate Studies Committee</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>6; 83A(2)(a)(i); 83B; 83B(1) – (3); 83C; 83C(1)-(2)</td>
<td>Replacing “Degree” with “degree”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>2; 3; 6; 7note; 8(a); 9(3); 24(1)(a)(1)-(ii); 24(1)(b); 24(4)(b); 26(b); 35(4) note; 41(2); 41(1); 47(5); 71; 100 notes</td>
<td>Replacing “Policy” with “policy”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>4(1)(b); 9(2); 11(6)(b); 25(3); 28(4); 28(6)(a)(ii); 37(2); 39(1)-(8); 41(4) and note; 43(1); 43A(2)(a); 48(1); 50(2)</td>
<td>Replacing “he or she” with “they” or “their” and matching associated verbs – gender equity requirements.</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>51(1)(a);</td>
<td></td>
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<tr>
<td>56(2)-(3);</td>
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<td>57(1);</td>
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<tr>
<td>58(3);</td>
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<tr>
<td>77(4)(b);</td>
<td></td>
<td></td>
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<tr>
<td>78(1);</td>
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<tr>
<td>78(8);</td>
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<tr>
<td>80(1);</td>
<td></td>
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<td>81(3);</td>
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<td>82(1)-(2);</td>
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<td>83(1)-(3);</td>
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</tr>
<tr>
<td>100 notes;</td>
<td></td>
<td></td>
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<tr>
<td>101(3)(b);</td>
<td></td>
<td></td>
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<tr>
<td>Schedule 2 2(3)(a);</td>
<td></td>
<td></td>
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<tr>
<td>2(4)(a);</td>
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<td>4(2)(a);</td>
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<td>4(3)(c);</td>
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<tr>
<td>5(2)(a);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6(2)(a);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Amended definitions for “combined degree course”; “double degree course”; “learning outcome”; Liberal Studies Bachelor degree”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>6</td>
<td>New definitions: “specialisation”; “unit of study coordinator”; “vertically-integrated combined degree”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>6</td>
<td>Additional degree – “Research Pathway masters degree” – added to list under “Masters degree by coursework”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>30(9) note</td>
<td>note moved from after 30(10) to after 30(9)</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>58(3)</td>
<td>“automatically terminated” now reads “terminated automatically”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>60(1)(b)</td>
<td>“as defined in the Learning and Teaching Policy 2015” deleted</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>79(2)</td>
<td>Delete “outlined” after process and replace with “set out”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Part 17 note</td>
<td>Clause reference now reads “see also clauses 18(1)-(10) of the Learning and Teaching Policy 2015”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>87A; 91A; 91B; 91C</td>
<td>New clauses inserted</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>90(4)</td>
<td>Delete “will”; replace with “must not”</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>92(2)-(3)</td>
<td>Clauses deleted</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>92(2)</td>
<td>New clause added to replace clauses 92(2)-(3)</td>
<td>1 January 2018</td>
</tr>
</tbody>
</table>
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:

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

2 Applicants whose first language is English
(1) In order to satisfy the requirements of clauses 21A(4) and 23A(4) of the Coursework Policy 2014, or section 7.1 of the University of Sydney (Higher Degree)
by 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
(y) Zimbabwe

3 Applicants whose first language is not English – Secondary Qualifications

(1) These standards apply to all undergraduate coursework applicants:
   (a) whose first language is not English;
   (b) who wish to demonstrate English proficiency through secondary qualifications; and

(2)(c). who, if successful, will commence are demonstrating English language proficiency via Secondary Qualifications and are commencing studies from after 1 January 2019.
Admissions Standards – English Language Proficiency

(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/prospective student whose first language is not English must have:

(a) within five years of the date on which they will commence the course, 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 language of instruction and assessment was entirely in English; or

(b) achieved an International Baccalaureate diploma in which the language of instruction and assessment was entirely English; or

(c) A prospective student whose first language is not English must have, 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 are listed in Table 1 or Table 2; or

have achieved an International Baccalaureate diploma in which the language of instruction and assessment was not entirely English, but included the successful completion of one of the following subjects in the past two years:

- English A1 at Higher or Standard Level, or A: Literature; or
- English A2 at Higher or Standard Level, or A: Language and Literature; or
- English B at Higher Level with Grade 4 or more; or
- English B at Standard Level with Grade 5 or more.

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

(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 all undergraduate and postgraduate coursework, and higher degree by research, applicants:

(a) whose first language is not English; and

(b) who wish to demonstrate or demonstrating English language proficiency through tertiary studies; and
(a)(c) who, if successful, will commence and are commencing studies from after 1 January 2019.

(3)(2) An applicant/prospective student whose first language is not English must have, within five years of the date on which they will commence the course, 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 an approved provider approved by as assessed by the University of Sydney;

(c) in which the language of instruction and assessment was English; and

(d) in which the duration of study was at least one year of full-time (or equivalent part-time) study.

(4)(3) Applicants seeking admission to an undergraduate award course on the basis of satisfactory achievement in tertiary studies must have completed at least one year of full-time (or equivalent part-time) tertiary study.

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; and

(b) who wish to demonstrate English language proficiency via through an English Language Skills Test score;

(a)(c) who, if successful, will commence and are commencing studies from after 1 January 2019.

(2) achieved 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.

(5)(3) An applicant for admission to an award course in a faculty that has set English language requirements 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.

(6)(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.

(7)(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 — Other

(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

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

(8)(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), as listed in 2(1)(a), continuously for at least five years continuously 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 that is equivalent to, or greater than, the University of Sydney the standards otherwise required by the University.

7 Exemption from English language requirements in certain circumstances

Exceptional circumstances

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

(a) the applicant must have:

(i) the Dean may, in writing, grant an exemption from the English language requirements for admission to an undergraduate or postgraduate (coursework and higher degree by research) course if:

(ii) the applicant has an IELTS score or equivalent as determined specified in Table 3 of this Standard and:

(iii) no any individual band score is no more than 1.0 below the individual band score otherwise required by this policy;

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

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

(9)(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) or (b), as they apply in a particular case.

(40)(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) or (b), as they apply in a particular case.
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.

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, in accordance with this policy, that the Dean approved the waiver.
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 Literature (920)</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>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>E</td>
<td>E</td>
<td>3</td>
<td>E</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>3</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6.0</td>
<td>D</td>
<td>D</td>
<td>4</td>
<td>D</td>
<td>C</td>
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<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>B/C</td>
<td>B/C</td>
<td>5</td>
<td>B/C</td>
<td>A/B</td>
<td>A/B</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7.0</td>
<td>A</td>
<td>A</td>
<td>5**</td>
<td>A</td>
<td>6</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7.5</td>
<td>A*</td>
<td>5**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
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</tr>
</tbody>
</table>
TABLE 2

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

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

English Language Skills Tests conversion table – Overall scores

<table>
<thead>
<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 (F) from 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>506</td>
<td>62</td>
<td>46</td>
<td>162</td>
</tr>
<tr>
<td>6.0</td>
<td>534</td>
<td>73</td>
<td>54</td>
<td>169</td>
</tr>
<tr>
<td>6.5</td>
<td>577</td>
<td>85</td>
<td>61</td>
<td>176</td>
</tr>
<tr>
<td>7.0</td>
<td>592</td>
<td>96</td>
<td>68</td>
<td>185</td>
</tr>
<tr>
<td>7.5</td>
<td>617</td>
<td>105</td>
<td>76</td>
<td>191</td>
</tr>
<tr>
<td>8.0</td>
<td>635</td>
<td>112</td>
<td>79</td>
<td>200</td>
</tr>
<tr>
<td>8.5</td>
<td>651</td>
<td>117</td>
<td>84</td>
<td>205</td>
</tr>
<tr>
<td>9.0</td>
<td>664</td>
<td>120</td>
<td>88</td>
<td>209</td>
</tr>
</tbody>
</table>

English language Individual skills tests

<table>
<thead>
<tr>
<th>R/L/S/W</th>
<th>TWE</th>
<th>R/L/S</th>
<th>W</th>
<th>Section</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>4</td>
<td>14</td>
<td>16</td>
<td>46</td>
<td>162</td>
</tr>
<tr>
<td>6.0</td>
<td>4.5</td>
<td>17</td>
<td>19</td>
<td>54</td>
<td>169</td>
</tr>
<tr>
<td>6.5</td>
<td>4.5</td>
<td>20</td>
<td>22</td>
<td>61</td>
<td>176</td>
</tr>
<tr>
<td>7.0</td>
<td>5</td>
<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.
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>Sydney School of Architecture, Design and Planning</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>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>Faculty of Arts and Social Sciences</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, Bachelor of Economics / Bachelor of Laws</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 Arts / Bachelor of Economics</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>Sydney Business School</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>Faculty of Engineering and Information Technologies</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 Information Technologies / 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>Degree or Program</td>
<td>IELTS Requirements</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Bachelor of Engineering Honours (Civil) / Bachelor of Design in Architecture</td>
<td>Overall band score of 7.0 or better with a minimum score of 6.0 in each of the components</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Health Sciences (including combined degrees)</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 (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 and Sports Science) / Master of Nutrition and Dietetics</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>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></td>
</tr>
<tr>
<td>All undergraduate courses</td>
<td>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></td>
</tr>
<tr>
<td>Bachelor of Commerce / Doctor of Medicine</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 Economics / Doctor of Medicine</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 Music Studies / Doctor of Medicine</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 Science (Advanced) / Doctor of Medicine</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 Medical Science / Doctor of Medicine</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>Program</td>
<td>IELTS Requirement</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>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 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 (Advanced) / 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>
</tbody>
</table>

**Faculty of Science**

<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS Requirement</th>
</tr>
</thead>
<tbody>
<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 <em>(coursework and research)</em> 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>Master of Applied Linguistics</td>
<td>IELTS overall 7.0 and a minimum of 6.0 in other bands</td>
</tr>
<tr>
<td>Graduate Diploma of Applied Linguistics, Graduate Certificate of Applied Linguistics</td>
<td></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 China Studies, Graduate Diploma in China Studies, Graduate Certificate in China Studies, Master of China Public Administration</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 Communication</td>
<td>IELTS overall 7.0 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>Certificate in Digital Communication and Culture</td>
<td><em>IELTS overall 7.0 and a minimum of 6.5 in other bands</em></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Master of Economic Analysis, Graduate Diploma in Economic Analysis</td>
<td><em>IELTS overall 7.0 and a minimum of 6.0 in other bands</em></td>
</tr>
<tr>
<td>Master of Economics, <em>Graduate Diploma in Economics, Graduate Certificate in Economics (and embedded sequences)</em></td>
<td><em>IELTS overall 7.0 and a minimum of 6.0 in other bands</em></td>
</tr>
<tr>
<td>Master of English Studies, Graduate Diploma in English Studies, Graduate Certificate in English Studies</td>
<td><em>IELTS overall 7.0 and a minimum of 6.0 in other bands</em></td>
</tr>
<tr>
<td>Master of Health Communication, Graduate Diploma in Health Communication, Graduate Certificate in Health Communication</td>
<td><em>IELTS overall 7.0 and a minimum of 6.0 in other bands</em></td>
</tr>
<tr>
<td>Master of Health Security, Graduate Diploma in Health Security, Graduate Certificate in Health Security</td>
<td><em>IELTS overall 7.0 and a minimum of 6.0 in other bands</em></td>
</tr>
<tr>
<td>Master of Human Rights, Graduate Diploma in Human Rights, Graduate Certificate in Human Rights</td>
<td><em>IELTS overall 7.0 and a minimum of 6.0 in other bands</em></td>
</tr>
<tr>
<td>Master of International Relations, Graduate Diploma in International Relations, Graduate Certificate in International Relations, Graduate Certificate in Economics</td>
<td><em>IELTS overall 7.0 and a minimum of 6.0 in other bands</em></td>
</tr>
<tr>
<td>Master of International Security, <em>Graduate Diploma in International Security, Graduate Certificate in International Security</em></td>
<td><em>IELTS overall 7.0 and a minimum of 6.0 in other bands</em></td>
</tr>
<tr>
<td>Master of International Studies, Graduate Diploma in International Studies, Graduate Certificate in International Studies</td>
<td><em>IELTS overall 7.0 and a minimum of 6.0 in other bands</em></td>
</tr>
<tr>
<td>Master of Media Practice, Graduate Diploma in Media Practice, Graduate Certificate in Media Practice</td>
<td><em>IELTS overall 7.0 and a minimum of 6.0 in other bands</em></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><em>IELTS overall 7.0 and a minimum of 6.0 in other bands</em></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><em>IELTS overall 7.0 and a minimum of 6.0 in other bands</em></td>
</tr>
<tr>
<td>Degree Program</td>
<td>English Language Proficiency</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Master of Political Economy, Graduate Diploma 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>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>Degree Program</th>
<th>English Language Proficiency</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>Graduate Certificate in Innovation 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 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 Logistics 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>Program</td>
<td>IELTS Requirement</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</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 Marketing (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 Professional Accounting</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.0</td>
</tr>
<tr>
<td>Master of Transport 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>All research degrees</td>
<td>IELTS – Overall band score of 7.0 or better, with a section minimum of 6.5</td>
</tr>
<tr>
<td><strong>Faculty of Engineering and Information Technologies</strong></td>
<td></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><strong>Faculty of Health Sciences</strong></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><strong>Sydney Conservatorium of Music</strong></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) Master of Music Studies (Performance)</td>
<td>IELTS – Overall band of 6.0</td>
</tr>
</tbody>
</table>

**Sydney Law School**
<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS Requirement</th>
</tr>
</thead>
<tbody>
<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>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, Graduate Certificate 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 Genetic Counselling, Graduate Diploma of Genetic Counselling</td>
<td>IELTS – overall band score of 7.0 or better with a minimum of 6.5 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 Medicine (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, HIV, STIs and Sexual Health, Metabolic Health, Paediatric Medicine, and Psychiatry.</td>
<td>IELTS – overall band score of 7.0 or better with a minimum of 6.5 in each band</td>
</tr>
<tr>
<td>Master of Qualitative Health Research, Graduate Certificate in Qualitative Health Research</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>Pharmacy - All postgraduate award courses, with the exception of the Master of Philosophy and Doctor of Philosophy</td>
<td>IELTS – Overall band score of 7.0 or better, with no component being below 6.5</td>
</tr>
</tbody>
</table>
## Faculty of Science

<table>
<thead>
<tr>
<th>Program</th>
<th>IELTS Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Clinical Psychology</td>
<td>Overall band score of 7.0 with no band less than 7.0</td>
</tr>
<tr>
<td>Master of Clinical Psychology/Doctor of Philosophy</td>
<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>
</tr>
<tr>
<td>Master of Science in Coaching Psychology; Graduate Diploma in Coaching Psychology; Graduate Certificate in Coaching Psychology</td>
<td>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>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>Veterinary Science – All postgraduate award courses except those below</td>
<td>IELTS – Overall band score of 7.0 with no band falling below a score of 6.5</td>
</tr>
<tr>
<td>Master of Veterinary Public Health; Graduate Diploma in Veterinary Public Health; Graduate Certificate in Veterinary Public Health</td>
<td>A minimum result of 7.0 overall including a minimum result of 6.0 in Reading and Listening and 7.0 in Writing and Speaking</td>
</tr>
<tr>
<td>Master of Veterinary Public Health Management; Graduate Diploma in Veterinary Public Health Management; Graduate Certificate in Veterinary Public Health Management; Master of Animal Science; Graduate Diploma in Animal Science; Graduate Certificate in Animal Science</td>
<td>IELTS – Overall band score of 7.0 or better, with at least 7.0 for Speaking and 7.0 for Writing on each band.</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>Veronica Le Nevez, Senior Policy and Project Officer, Education Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Ross Coleman, Director - Graduate Research</td>
</tr>
<tr>
<td>Paper title</td>
<td>HDR Coursework Implementation</td>
</tr>
<tr>
<td>Purpose</td>
<td>To endorse the implementation model for the HDR coursework requirement; endorse enabling policy amendments; and request that faculties bring forward applications for existing HDR units to be included in the new Table R.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Standards and Policy Committee:

1. **Endorse and recommend to the Academic Board** the proposed amendments to the Progress Planning and Review for Higher Degree by Research Students Policy 2015 to require students to complete the HDR coursework requirement and enable it to be managed through the student’s progression plan (Attachment 1).

EXECUTIVE SUMMARY

In October 2017, the University Executive approved a proposal to develop a University-wide HDR coursework curriculum to provide opportunities to all HDR students to develop the graduate qualities. An implementation model has been developed (Attachment 2) that:

- establishes a new table of units specifically designed for HDR students (Table R), from which coursework can be selected;
- makes the Graduate Studies Committee responsible for the approval of the inclusion of units of study in Table R;
- allows for coursework to be funded by top-slicing the Research Training Program grant, and returning a nominal amount for the cost of teaching to the faculty offering the units of study;
- allows for the completion of the HDR coursework requirement to be managed through the Progress Planning and Review for Higher Degree by Research Students Policy 2015 (the Progression Policy).

Three types of units are now proposed for inclusion in Table R, subject to approval by the Graduate Studies Committee (GSC). These are new, 5000-level, 2 credit point OLE units, existing units approved for HDR students that will be included in Table R, 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.

New unit development is underway, and is scheduled for completion by the end of March 2019 to enable the Academic Model team to undertake the system configuration needed for students to enrol in units from Research Period 1, 2020. It is proposed that the coursework requirement will be implemented for PhD students in Research Period 1, 2020. Course resolutions for Masters by Research and other Doctorates by Research will be amended to reflect the HDR coursework requirement during 2019, for commencement in 2021.

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 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. Each PhD or other Doctorate by Research student will be
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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 a new Table designed specifically for HDR and Master of Advanced Studies students: Table R.

Table R will contain three types of units:
- OLE units developed specifically for the HDR coursework curriculum, which will be 2 credit points in size to maximise the opportunity for students to take a variety of units in support of their development of the graduate qualities.
- existing coursework units (5000 level or above) approved for HDR students, and
- faculty-restricted coursework units that use departmental permission to restrict enrolments to students enrolled with that faculty. These should only occur where class size must be limited because the cost of teaching is high, the units are narrowly specialised in focus or specialised facilities are utilised.

It is intended that the minimum requirement will commence for PhD students in 2020, and for Masters by Research and Doctorates by Research other than the PhD students in 2021 to allow for any necessary amendments to be made to course resolutions. Students will be required to complete the HDR coursework requirement within 8 research periods of commencement, for full-time Doctoral students, and 4 research periods of commencement for Masters by Research students. It is intended that students would 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.

ISSUES

There are a number of ways in which the HDR coursework requirement can be implemented in policy. Different arrangements are in place for the management of the PhD, which has no course resolutions and is managed through the HDR Rule, and Masters and Doctorates by research that are managed by faculty resolutions. All HDR students, however, are required under the Progression Policy to develop a progress plan in consultation with their supervisor to monitor their progress throughout candidature. For this reason, the progress plan is considered the appropriate vehicle to manage students’ completion of the HDR coursework requirement.

Amendments are proposed to the Progression Policy to set clear requirements for students relating to the HDR coursework requirement (Attachment 1). The University milestones at Schedule 1 of the Policy have also been amended to include milestones relating to the completion of the HDR coursework requirement.

The HDR Rule already contains provision for students to undertake coursework at the direction of the supervisor, Associate Dean or Deputy Vice Chancellor, Education. The proposed amendments to the Progression Policy provide a suitable means of requiring all students across the University to undertake a minimum coursework requirement. Faculties may continue to specify additional coursework through the faculty milestones, and these will need to be changed and approved through normal routes; thus necessitating a longer implementation period.

As there are currently no PhD course resolutions, the HDR coursework requirement can be implemented for PhD students from Research Period 1, 2020. Faculty resolutions for other higher degrees by research may need to be amended to include the HDR coursework requirement. The Education portfolio will work with faculties over the course of 2019 to make any necessary changes, and the HDR coursework requirement for any higher degrees by research covered by faculty resolutions will be implemented from Research Period 1, 2021.

The HDR coursework requirement will not apply to higher doctorates governed by Part 5 of the HDR Rule.

A separate package of changes to the HDR Rule is currently progressing through the Committee that include reference to the HDR coursework requirement in the Progression Policy.
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IMPLEMENTATION

Implementation timeframe
A high-level overview of the timeframe for implementation is outlined in the table below.

<table>
<thead>
<tr>
<th>Work stream</th>
<th>Deliverable</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of new, 5000-level OLE units targeted to HDR students</td>
<td>OLE unit EOIIs approved by BIS OLE Subcommittee</td>
<td>21 September 2018</td>
</tr>
<tr>
<td></td>
<td>Full OLE unit proposals developed and approved by faculty boards</td>
<td>By 22 January 2018</td>
</tr>
<tr>
<td></td>
<td>Full OLE unit proposal approved by BIS OLE Subcommittee</td>
<td>5 February 2019</td>
</tr>
<tr>
<td></td>
<td>OLE units approved by GSC for inclusion in Table R</td>
<td>12 March 2019</td>
</tr>
<tr>
<td>Inclusion of existing HDR targeted units of study in the HDR curriculum</td>
<td>GSC endorse process for considering and approving units for offer in Table R</td>
<td>6 November 2018</td>
</tr>
<tr>
<td></td>
<td>Academic Board endorse amended Terms of Reference for GSC</td>
<td>27 November 2018</td>
</tr>
<tr>
<td></td>
<td>Faculties provide relevant information for existing units to be included in Table R</td>
<td>30 November 2018</td>
</tr>
<tr>
<td></td>
<td>GSC considers all proposed units for inclusion in Table R for 2020</td>
<td>12 March 2019</td>
</tr>
<tr>
<td>Policy amendments</td>
<td>Changes to HDR Rule endorsed, and amended Progress Planning and Review for Higher Degree by Research Students Policy approved by Academic Board</td>
<td>27 November 2018</td>
</tr>
<tr>
<td></td>
<td>Changes to HDR Rule endorsed by Senate</td>
<td>14 December 2018</td>
</tr>
<tr>
<td></td>
<td>Amendments to course resolutions for Masters by research and other Doctorates (exc. Higher Doctorates)</td>
<td>Over the course of 2019 for commencement in 2021.</td>
</tr>
<tr>
<td>Operational implementation</td>
<td>Creation of Table R and system configuration</td>
<td>By March 2019</td>
</tr>
<tr>
<td></td>
<td>Build Table R, including with approved existing units and new OLE units</td>
<td>April 2019 onwards</td>
</tr>
<tr>
<td>Marketing and communications</td>
<td>Include the HDR coursework requirement in the Postgraduate Guide for students commencing in 2020</td>
<td>February 2019</td>
</tr>
<tr>
<td>Commencement of HDR coursework requirement</td>
<td>HDR coursework requirement commences for PhD students</td>
<td>January 2020</td>
</tr>
<tr>
<td></td>
<td>HDR coursework requirement commences for Masters by research and other Doctorate students (exc. Higher Doctorates)</td>
<td>January 2021</td>
</tr>
</tbody>
</table>

ATTACHMENTS

Attachment 1: Proposed amendments to the Progress Planning and Review Policy for Higher Degree by Research Students 2015
Attachment 2: HDR Coursework Implementation
# PROGRESS PLANNING AND REVIEW FOR HIGHER DEGREE BY RESEARCH STUDENTS POLICY 2015

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

Dated: 2 December 2015  
Last amended: 28 November 2017, commencing 1 January 2018  
Signature: Chair, Academic Board

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<td>1342</td>
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<tr>
<td>19 Rescissions and replacements</td>
<td>1342</td>
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</tbody>
</table>
PART 1 PRELIMINARY

1 Name of policy

This is the Progress Planning and Review for Higher Degree by Research Students Policy 2015.
2 Commencement

This policy commences on 1 January 2016.

3 Policy is binding

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

4 Statement of intent

(1) The University aspires for all higher degree by research students to have a quality research training experience and to produce research of the highest calibre. This includes the development of skills and knowledge necessary to be a successful researcher in the chosen discipline and the timely completion and successful examination of their research projects and theses.

(2) The University will partner with students to plan their progression throughout their candidature and set clear expectations of satisfactory progress. The University will provide appropriate institutional support and resources, regular reviewing, including a written submission and meeting, and support students to maintain research integrity and quality.

(3) This policy details the elements of the higher degree by research progress planning and review process. It should be read in conjunction with the University of Sydney (Higher Degree by Research) Rule 2011 (‘the Rule’), the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and the Progress Planning and Review for Higher Degree by Research Students Procedures 2015 (‘the Procedures’).

(4) This policy supports the conduct of research training in a safe manner which is conducive to student wellbeing.

5 Application

(1) Except to the extent that a contrary intention is expressed, this policy applies to higher degree by research students, staff and affiliates.

   Note: See clause 20 for transitional provisions.

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

(1) In this policy:

- **activity** means a specific requirement in a student’s candidature that contributes to the completion of a milestone.
- **Associate Dean** means the Associate Dean responsible for overseeing higher degrees by research in the relevant faculty.
- **Dean** means the Dean of the relevant faculty, or Head of School and Dean of the relevant University school.
- **coordinating supervisor** means the supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.
- **degree** means the relevant higher degree by research.
- **disability support** means the statement of support and adjustments for educational needs provided for students registered with the Disability Support service of the University.
- **academic plan** means the statement of support and adjustments for educational needs provided for students registered with the Disability Support service of the University.
- **faculty** means a faculty or University school, and refers to the student’s faculty or University school of enrolment.
- **higher degree by research** means a doctorate by research or masters by research, as defined in the Rule.
- **milestone** means a significant event in a student’s candidature that is useful in monitoring and guiding the student’s progress to successful completion. Milestones may comprise a number of activities.
- **postgraduate coordinator** means the academic staff member with overall responsibility for the planning and coordination of postgraduate research studies within a faculty, school or University school.
- **progress** means the student’s progress against the requirements specified in subclause 13(1).
- **progress plan** means a progress plan developed in accordance with Part 2.
- **progress review** means a progress review conducted in accordance with Part 3.
- **research period** means a research period set by the University and published on its website.

Note: Research periods are published at:
http://sydney.edu.au/study/study-dates.html

- **Review Panel** means a panel established to conduct a progress review in accordance with clause 11.
- **Rule** means the *University of Sydney (Higher Degree by Research) Rule 2011*. 
school means the academic unit responsible for a student’s higher degree by research candidature. It may be called a discipline within the University.

student means a person who is currently admitted to candidature in a higher degree by research award course of the University.

supervisor means a person appointed to discharge the responsibilities set out in the Supervision of Higher Degree by Research Students Policy 2013, including research supervisors, coordinating supervisors and auxiliary supervisors.

supplementary progress review means a progress review conducted in accordance with clause 17.

PART 2 PROGRESS PLANNING

7 Progress plans

(1) Students and supervisors must begin progress planning at an early stage in each student’s higher degree by research candidature.

(2) All students must have a progress plan within three months from the date of commencement of candidature, or within six months for part-time students.

(3) The purpose of a progress plan is to align and manage student, University and faculty expectations about what is required to achieve the award of the degree.

(4) A student’s progress plan must include all activities and milestones required to achieve the award of the degree, including:

(a) formulation and approval of research proposal;
(b) formulation and approval of research projects;
(c) thesis development and examination;
(d) research training activities;
(e) coursework requirements;
(f) compliance and risk management activities.

Note: See Part 4 for information on activities and milestones.

8 Creating progress plans

(1) Students are responsible for creating their progress plan, based on current University templates, with the participation and support of their coordinating supervisor.

(2) Progress plans must be:

(a) endorsed by the student’s coordinating supervisor; and
(b) approved by the postgraduate coordinator; and
(c) for students with disabilities, compliant with the needs identified on the Disability Services Academic Plan.

Note: Progress plan templates are available on the University’s website at: myuni.sydney.edu.au.

9 Maintaining and varying progress plans

(1) Students are responsible for maintaining their progress plan, and for identifying any variations required, with the participation and support of their coordinating supervisor.

(2) Students must review their progress plan, in consultation with their coordinating supervisor, at least twice per year, with at least one review being conducted as part of the student’s preparation for a progress review.

(3) A variation to a progress plan may be required for many reasons, including:
   (a) where a student:
      (i) changes attendance mode;
      (ii) requests a leave of absence or suspends candidature;
      (iii) transfers to another course or program;
      (iv) achieves a milestone;
      (v) fails to achieve or is delayed in achieving a milestone;
      (vi) submits a request for an extension of candidature;
      (vii) has encountered unanticipated barriers to progress; or
   (b) where it becomes clear that the student’s research project needs improvement or is not viable, or

(4) Changes in a student’s health or disability state require different project approaches and support.

(5) Variations to progress plans may be material or non-material.

(6) Material variations are variations that:
   (a) extend the date for achievement of a University, faculty or school milestone by more than three months from the original date;
   (b) require a change to the thesis submission date to:
      (i) a new research period; or
      (ii) a date that is beyond the latest date for submission, as defined in sections 2.20, 3.20 and 4.19 of the Rule;
   (c) substantially change the nature of the research.

Note: Sections 2.20, 3.20 and 4.19 of the Rule authorise an Associate Dean to permit a student to submit his or her thesis after a period of time greater than the maximum periods specified in that clause.

(7) Material variations to progress plans must be:
   (a) endorsed by the student’s coordinating supervisor; and
   (b) approved by the postgraduate coordinator.
(8) Students should discuss non-material variations to progress plans with their coordinating supervisor.

**PART 2A COURSEWORK IN HIGHER DEGREES BY RESEARCH**

**10 Application of this part**

This part applies to students commencing candidature:

- (a) in 2020, for the Doctor of Philosophy; and
- (b) in 2021, for Doctorates other than the Doctor of Philosophy and for the Masters by Research.

**11 Coursework requirements**

(1) All candidates admitted to a higher degree by research governed by Parts 2, 3 or 4 of the *University of Sydney (Higher Degrees by Research) Rule 2011* must complete the coursework requirements specified in this part.

*Note:* Awards subject to this requirement are the Masters by Research, Doctor of Philosophy and doctorates other than the Doctor of Philosophy or higher doctorates.

(2) Candidates for the Doctor of Philosophy must complete a minimum of 12 credit points of coursework from Table R, which is set out in Schedule 2.

(3) Candidates for a Doctorate by Research other than the Doctor of Philosophy, must complete a minimum of 12 credit points of coursework from Table R, which is set out in Schedule 2. [effective 1 January 2021]

(4) Candidates for the Master’s by Research, must complete a minimum of 6 credit points of coursework from Table R.

(5) Candidates must complete the coursework requirements within:

- (a) eight research periods from the commencement of full-time candidature; or
- (b) 16 research periods from the commencement of part-time candidature.

(6) The course requirements for the Doctor of Philosophy are set out in Schedule 3.

(7) The course requirements for Doctorates by Research other than the Doctor of Philosophy are set out in the course resolutions for the award.

(8) The course requirements for Masters by Research degrees are set out in the course resolutions for the award.

**12 Recognition of prior learning**

(1) The relevant Associate Dean may grant specific credit for previously completed coursework.

- (a) Specific credit is the recognition of previously completed studies as directly equivalent to specific units of study offered by the University.
(2) The Associate Dean may only grant credit if:

(a) satisfied that there is a substantial overlap of skills, knowledge and experience at a level equivalent to a specific University of Sydney unit of study;

and

(b) the student has previously completed units listed in Table R that support the development of the graduate qualities; or

(c) the student has completed 12 credit points of study from units equivalent to units listed in Table R.

PART 3 PROGRESS REVIEW

10 Progress reviews

(1) Progress reviews (including supplementary progress reviews) must be conducted in accordance with this policy and the procedures.

(2) The purpose of a progress review is to:

(a) assess whether the student has adequate support and resources to complete his or her research project and thesis in accordance with the progress plan;

(b) assess whether the current supervisory arrangements are satisfactory;

(c) assess the feasibility of the progress plan; and

(d) assess and rate the student’s progress.

(3) A copy of the student’s progress plan will be provided to all parties involved in the progress review.

(4) A progress review must be conducted for each student as required by the postgraduate coordinator and at least once per year.

(5) Students re-enrolling for a period of more than six months as a result of a requirement to revise and resubmit in a previous thesis examination, must participate in a progress review between three and six months from the date of re-enrolment.

(6) Progress reviews should be supported by continuous evaluation of progress and regular meetings between students and supervisors.

11 Review Panel

(1) The postgraduate coordinator must appoint two or more academic staff members to form a review panel for each student’s review, and nominate one of the panel members to act as chair.

(2) Each Review Panel member must have one or more of:

(a) relevant disciplinary expertise;

(b) experience in supervising and managing higher degree by research candidatures; or
(c) other relevant specialist knowledge.

(3) In appointing members of a Review Panel, the postgraduate coordinator:
(a) may appoint from outside the department or faculty;
(b) must not appoint any of a student’s supervisors; and
(c) must consider and manage any actual, potential or perceived conflicts of interests.

Note: For information on evaluating and managing conflicts of interest, see the External Interests Policy 2010.

12 Progress review meetings

(1) Students must participate in a progress review meeting as required by the postgraduate coordinator and at least once per year.
(2) Students may be accompanied at the progress review meeting by a support person, such as a colleague, friend, family member or student representative.
(3) Progress review meetings will be conducted by the Review Panel.
(4) The Review Panel:
   (a) may invite any or all of the student’s supervisors to attend part of the progress review meeting;
   (b) must discuss the progress plan, and any required variations to the progress plan, with the student and (when in attendance) his or her supervisors; and
   (d)[a] must provide the student with an opportunity to speak to the Review Panel without any of the student’s supervisors present.

13 Progress review outcomes

(1) The student’s progress will be measured against:
   (a) University, faculty, school and student milestones and activities that are within the student’s control;
   (b) action items identified in the student’s previous progress reviews; and
   (c) compliance with student responsibilities set out in relevant University policies and procedures.
(2) Students must meet the requirements specified in subclause 13(1) to the required standard or quality.
(3) The progress review ratings are:
   (a) meets or exceeds objectives;
   (b) marginal progress;
   (c) unsatisfactory progress.
(4) The Review Panel must prepare a written report for the postgraduate coordinator:
   (a) giving its assessment of the feasibility of the progress plan;
   (b) setting out any required variations to the progress plan;
(c) identifying any actions to be taken as a result of the progress review, and who will be responsible for them;

(d) recommending whether a supplementary progress review is required;

(e) indicating, where relevant, whether the student’s scholarship is at risk, and the time frame for any potential termination of scholarship; and

(f) recommending a progress review rating based upon its assessment of the student’s progress.

(5) The Review Panel may prepare a report and recommend a progress review rating in the student’s absence, if:

(a) the student fails to attend the progress review meeting without notice or good cause; or

(b) the student is unable to attend and the Review Panel forms the reasonable view that the progress review meeting can properly be conducted in the student’s absence.

(6) The student will have an opportunity to respond to the Review Panel’s report.

(7) The postgraduate coordinator must:

(a) determine a progress review rating, taking into account:

    (i) the recommendation of the Review Panel;
    
    (ii) the student’s response; and

    (iii) any exceptional circumstances related to the candidature and beyond the reasonable control of the student;

(b) specify any actions to be taken as a result of the progress review, including who will be responsible for them and timeframes for their completion;

(c) state whether the proposed supervision arrangements are satisfactory;

(d) determine whether a supplementary progress review is required; and

(e) monitor the implementation of any action items for the school, faculty or University identified by the Review Panel. Such items should be completed within three months of the date of the progress review.

14 ‘Meets or exceeds objectives’

(1)(8) A rating of ‘meets or exceeds objectives’ means that the student’s progress since the last progress review, or since commencement of candidature, has been satisfactory or exceeded expectations.

(2)(9) To achieve a rating of ‘meets or exceeds expectations’ the student must:

(a) have satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review;

(b) for a first progress review, have submitted a major piece of writing for similarity checking; and

(a) be expected to submit the thesis for examination on time, or in a timely fashion, allowing for any previous delays.
15 ‘Marginal progress’

(1) A rating of ‘marginal progress’ indicates that:
   (a) the student has not satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review;
   (b) there is some risk that the student’s thesis will not be submitted for examination on time, or in a timely fashion, allowing for any previous delays; or
   (c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy.


(2) If a student receives a rating of ‘marginal progress’, the postgraduate coordinator:
   (a) must specify a set of required actions and due dates; and
   (b) must set a date for a supplementary progress review; and
   (c) may:
      (i) refer the Review Panel’s report to the Associate Dean; and
      (ii) take such other action as they consider appropriate, consistent with the Rule and this policy.

(3) A rating of ‘marginal progress’ will be considered satisfactory for the purposes of a student’s scholarship, where the terms and conditions of the scholarship are under the University’s control.

(4) A rating of ‘marginal progress’ cannot be used as a trigger for the requirement for a student to show good cause why he or she should be permitted to continue the candidature.

(5) If a student is required to meet a required set of actions and due dates, the coordinating supervisor is responsible for overseeing their completion.

16 ‘Unsatisfactory progress’

(1) A rating of ‘unsatisfactory progress’ indicates that:
   (a) the student has not satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review; or
   (b) there is a significant risk that the thesis:
      (i) will not be submitted for examination on time, or in a timely fashion, allowing for any previous delays; or
      (ii) will not be completed at all; or
   (c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy.

(2) If a student receives a rating of ‘unsatisfactory progress’, the postgraduate coordinator:

(a) must, except where the student is asked to show good cause:
   (i) specify a set of required actions and due dates;
   (ii) set a date for a supplementary progress review;
   (iii) refer the Review Panel’s report to the Associate Dean; and
   (iv) take such other action as they consider appropriate, consistent with
        the Rule and this policy.

(b) may:
   (i) where relevant, recommend to the University that the student’s
       research scholarship be terminated;
   (ii) recommend to the Associate Dean that the student be asked to show
        good cause why he or she should be permitted to continue the
        candidature.

(3) In determining what action to take in accordance with subclause (2), the postgraduate coordinator will take into account:

(a) any injury, illness or misadventure experienced by the student that has had
    an impact on progress since the last progress review;
(b) any difficulties caused by, or fault on the part of, the University; and
(c) any exceptional circumstances related to the candidature and beyond the
    reasonable control of the student.

(4) If a student receives a rating of ‘unsatisfactory progress’ at two consecutive
    progress reviews, the postgraduate coordinator must recommend to the Associate
    Dean that the student be asked to show good cause why he or she should be
    permitted to continue the candidature.

(5) If a student must meet a required set of actions and due dates, the coordinating
    supervisor is responsible for overseeing their completion.

17 Supplementary progress reviews

(1) If the postgraduate coordinator requires a student to undertake a supplementary
    progress review, that supplementary progress review:

(a) should take place in one of the scheduled review cycles;
(b) must take place no sooner than two months and no later than six months
    from the date of the previous review; and
(c) must be conducted in accordance with this policy.

(2) Subject to sub-clause (3), if a student receives a rating of ‘marginal progress’ at a
    supplementary progress review, clause 15 of this policy will apply.

(3) If after two consecutive supplementary progress reviews the student fails to
    achieve a rating of ‘meets or exceeds expectations’, the student must receive a
    rating of ‘unsatisfactory progress’ for the second supplementary progress review,
    and clause 16 of this policy will apply.
PART 4 MILESTONES AND ACTIVITIES

18 Milestones and activities

(1) There are three types of milestones and activities:
   (a) University;
   (b) faculty and school;
   (c) student.

(2) University milestones and activities are:
   (a) set out in Schedule 1 of this policy;
   (b) mandatory (including the items listed in bullet-points); and
   (c) common for all candidates.

(3) Faculty and school milestones and activities:
   (a) are additional to University milestones and activities;
   (b) are mandatory specialist requirements specific to the faculty or school;
   (c) are common for all candidates in the faculty or school;
   (d) may include school specific activities required to achieve University milestones; and
   (e) must be approved by the UE Research Education Committee.

(4) Student milestones and activities are:
   (a) specific to the student’s candidature;
   (b) set in consultation with the student, and endorsed by the coordinating supervisor.

(5) Progress plans must include at least one faculty or school milestone between the University milestones ‘Confirmation’ and ‘Intent to Submit’.

19 Rescissions and replacements

This document replaces the Progress Review of Higher Degree by Research Students Guidelines, which commenced on 21 August 2014, which is rescinded as from the date of commencement of this document.

20 Transitional provisions

Rescinded
## SCHEDULE 1: UNIVERSITY MILESTONES AND ACTIVITIES

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Time frame</th>
<th>Research Project &amp; Thesis</th>
<th>Research Training</th>
<th>Compliance</th>
<th>Outcome Checklist</th>
</tr>
</thead>
</table>
| Preliminary appraisal | 6 months | • Review research idea.  
• Draft research plan.  
• Draft data management plan. | • Complete training needs analysis.  
• Schedule relevant training activities.  
• Review communication skills (especially writing).  
• Identify subsequent actions in progress plan. | • Complete Responsible Research Practice module.  
• Complete induction(s).  
• Identify any need for ethics approval.  
• Conduct intellectual property review, and consider need for IP agreements.  
• Conduct autonomous sanctions check.  
• Consider potential for restricted information. | • Have all relevant action items been identified and included in the progress plan? |
| WHS [Activity, within Preliminary Proposal Milestone] | 2 months | | | | |

- **Review the graduate qualities and identify units of study to complete the HDR coursework requirement.**
- **Identify actions needed to further develop the graduate qualities.**
- **Complete WHS training**
- **WHS training completed.**
<table>
<thead>
<tr>
<th>Milestone</th>
<th>Time frame</th>
<th>Research Project &amp; Thesis</th>
<th>Research Training</th>
<th>Compliance</th>
<th>Outcome Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmation</td>
<td>12 months</td>
<td>• Finalise research proposal/plan.</td>
<td>• Ensure student has adequate written English to write thesis, or that measures are in place to assist the student to meet this requirement within a specified timeframe.</td>
<td>• Confirm ethics plan and commence ethics application process (where relevant).</td>
<td>• Is the research project feasible? If not, consider next steps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Finalise data management plan.</td>
<td>• Submit a substantial piece of written work (e.g. proposal or literature review) for similarity checking, and discuss outcome with supervisor.</td>
<td>• Ensure autonomous sanctions check completed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conduct resources review, including information technology, hardware, software, space, funding, supervision.</td>
<td>• Review the student’s development of the graduate qualities, review the results of coursework taken to date and agree on units of study to complete the HDR coursework requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify actions to further develop the graduate qualities.</td>
<td>• Is the student progressing satisfactorily in developing the graduate qualities? If not, consider what additional training or support is needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify potential industry/community engagement opportunities that would further develop the student’s research capabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milestone</td>
<td>Time frame</td>
<td>Research Project &amp; Thesis</td>
<td>Research Training</td>
<td>Compliance</td>
<td>Outcome Checklist</td>
</tr>
<tr>
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</tr>
<tr>
<td>Finalise Research Proposal [Activity, within Confirmation Milestone]</td>
<td>12 months</td>
<td>• Agree a final research proposal</td>
<td></td>
<td></td>
<td>• Is the research proposal feasible? • Is the research proposal agreed by all parties?</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24 months</td>
<td></td>
<td>• Ensure the HDR coursework requirement is complete</td>
<td>• Check the student has completed and passed all required units of study to complete the HDR coursework requirement.</td>
<td></td>
</tr>
<tr>
<td>Intent to submit</td>
<td>3 months from projected submission</td>
<td>• Check thesis draft. • Student to provide input on potential examiners.</td>
<td>• Ensure all training activities from training needs analysis are complete.</td>
<td>• Check compliance with ethics approvals, data management plan, IP agreements. • Consider whether the thesis contains restricted information.</td>
<td>• Will the thesis be ready for examination? • If no, does the progress plan need to be updated and an extension sought?</td>
</tr>
<tr>
<td>Submit for examination</td>
<td>Submission date</td>
<td>• Coordinating supervisor confirms thesis is in a form suitable for examination. • Faculty decides to proceed with examination.</td>
<td></td>
<td></td>
<td>• Is the thesis examinable? • If yes, have examiners been appointed?</td>
</tr>
<tr>
<td>Examination</td>
<td>Complete within 4 months of submission</td>
<td>• Determine outcome of examination.</td>
<td></td>
<td></td>
<td>• Does the thesis satisfy the requirements for award? • If yes, are there any conditions that must be satisfied? • If no, can the student revise and resubmit?</td>
</tr>
<tr>
<td>Milestone</td>
<td>Time frame</td>
<td>Research Project &amp; Thesis</td>
<td>Research Training</td>
<td>Compliance</td>
<td>Outcome Checklist</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Award</td>
<td>Within 4 months of award notification</td>
<td>• Complete requirements for award, including emendations.</td>
<td></td>
<td>• Comply with data management plan.</td>
<td>• Can the degree be conferred?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lodge final version of thesis.</td>
<td></td>
<td>• Comply with any ethics approval and protocol.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Ensure the HDR coursework requirement is complete.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confer degree</td>
<td></td>
<td></td>
<td></td>
<td><strong>Check the student has completed and passed all required units of study to complete the HDR coursework requirement.</strong></td>
<td></td>
</tr>
</tbody>
</table>
### SCHEDULE 2: TABLE R

<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>

SCHEDULE 3: COURSE REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY

(3) To qualify for the award of the Doctor of Philosophy, candidates must complete:

(a) a program of independent supervised study that produces significant and original research outcomes culminating in a thesis;
(b) a thesis reporting the results of research undertaken during the candidature as set out in the Thesis and Examinations of Higher Degree by Research Policy 2015;
(c) a minimum of 12 credit points of coursework from Table R.

(4) Candidates must complete coursework specified in (1) (b) within:

(a) for full-time candidates within 8 research periods from the commencement of candidature;
(b) for part-time candidates within 16 research periods from the commencement of candidature.
NOTES

Progress Planning and Review for Higher Degree by Research Students Policy 2016

Date adopted: 2 December 2015
Date registered: 11 December 2015
Date commenced: 1 January 2016
Date amended: 17 August 2016, commencing 19 September 2016
27 October 2016 (administrative amendment only)
1 May 2017, commencing 23 May 2017
28 November 2017, commencing 1 January 2018

Administrator: Director, Graduate Research

Review date: 1 January 2021

Rescinded documents:

Progress Review of Higher Degree by Research Students Guidelines

Related documents:

University of Sydney (Higher Degree by Research) Rule 2011
Essential Resources for Postgraduate Research Students Policy 2016
Research Data Management Policy 2014
Research Data Management Procedures 2015
Supervision of Higher Degree by Research Students Policy 2013
Thesis and Examination of Higher Degree by Research Policy 2015
Thesis and Examination of Higher Degree by Research Procedures 2015
Academic Honesty Procedures 2016

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
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<tbody>
<tr>
<td>15(1)(c), 16(1)(c)</td>
<td>Subclause and note added</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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<td>------------</td>
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<tr>
<td>15(2)(c)(ii), 16(2)(a)(iv)</td>
<td>Minor amendment</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>Notes</td>
<td>Change to Administrator of document</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>9(5)(b)(2) and related Note</td>
<td>Addition of other relevant clause references (administrative amendment)</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>18(3)(e)</td>
<td>References to Senior Executive Group Research Training Committee changed to University Executive Research Education Committee</td>
<td>27 October 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Hyperlinks to policy documents added</td>
<td>27 October 2016</td>
</tr>
<tr>
<td>4(3)</td>
<td>New clause referencing health, safety and wellbeing</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>5(3)</td>
<td>Definitions updated (administrative amendments)</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>7(2)</td>
<td>Note deleted</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>8(2)</td>
<td>Insertion of new clause at (c) referencing disability action plan</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>9(4)</td>
<td>Wording changed to reference disability and health</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>9(6)</td>
<td>Terminology change (administrative amendment)</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>14(2)</td>
<td>New clause added at (b) specifying similarity checking of an item of student written work</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>20</td>
<td>Rescinded</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>Schedule 1</td>
<td>Insertion of new requirement for confirmation by 12 months of candidature</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>4(3); 6; 8(2)(b); 9(5); 9(6)(b); 10(4); 11(1); 11(3); 12(1); 13(4); 13(7); 15(2); 15(2)(c)(i); 16(2); 16(2)(a)(iii)</td>
<td>Amendments to align with <em>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</em></td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>16(3); 16(4); 17(1)</td>
<td>Amendments to align with organisational design changes</td>
<td>1 January 2018</td>
</tr>
</tbody>
</table>
HDR Coursework Implementation

1. Background

In October 2017 the University Executive (UE) endorsed a paper recommending the introduction of a coursework requirement into Higher Degrees by Research (HDR degrees) at the University. The aim of this change is to provide structured learning opportunities that will enhance candidature, improve preparation for research and deliver on the University of Sydney’s vision of lifelong learning by students.

This paper outlines the proposed mechanisms for administering the new coursework requirement, the ways in which funding will be made available to support teaching this coursework, and the proposed manner in which the coursework curriculum will be developed in order to minimise unnecessary duplication and ensure a coherent, relevant, and challenging program is available to students.

The principle behind this enhancement to HDR education is to provide a coherent and consistent curriculum that will improve HDR candidatures and better prepare HDR students as leading researchers. Hence implementation will focus on offering the greatest range of units so that student and supervisor may identify relevant learning opportunities for a given student-project combination. Such a curriculum will necessarily be general in its entirety but specific in detail for a given student.

Completion of a given set of coursework units will better enable students to acquire and demonstrate the graduate qualities. The PhD graduate qualities were developed through consultation with PhD supervisors and coordinators and were introduced in November 2017. The graduate qualities enrich the Sydney PhD by assisting students to develop the broader skills and attributes that will allow them to become exceptional researchers.

PhD and students of other Doctorates by Research will be required to take 12 credit points of units from a newly created table (Table R). Masters by Research students will be required to take 6 credit points. Students may select any combination of units from Table R to fulfil the coursework requirement subject to consultation with their supervisor and in accordance with faculty milestones specified under the Progress, Planning and Review for Higher Degree by Research Students Policy 2015. These units will be delivered at a minimum of 5000 level with learning outcomes appropriate for HDR students enrolled in an Australian Qualification Framework (AQF) level 9 or 10 degree, consistent with the recommendations from the Australian Council of Learned Academics (ACOLA) implementation plan released by the Minister on 22 December 2017.

Additionally, a portion of Research Training Program (RTP) funding will be retained centrally and used to reimburse faculties based on the teaching load of those HDR curriculum coursework units which they deliver. The funding retained will be $1200 per PhD student and $600 per Masters student, and will be withheld from faculties based on student numbers commencing in any given year. This will then be reimbursed to faculties at a rate of $100 per student per credit point. The paper outlining these arrangements and an extract from the UE minutes are at Attachment 1.
2. Administering the Coursework Requirement

For technical reasons, to implement a credit point requirement for coursework in HDR degrees, it is necessary to establish enrolment diets in Sydney Student for HDR students that allow enrolment into the coursework units at any point during candidature. In order to ensure that students utilise the coursework to develop the skills and capabilities they need to complete their research however, students will be required to complete the coursework requirement within 24 months of commencement for PhD students, and 12 months of commencement for Masters by research students.

This requirement will be set out in the Progress Planning and Review for Higher Degree by Research Students Policy 2015 (the Progression Policy). The requirement will also be reflected in course resolutions for Masters by Research degrees, and for Doctorates by Research other than the PhD. Completion of the coursework requirement will be managed through the student's progress plan and the annual progress review process. Section 3 provides further detail.

For PhD students, the HDR coursework requirement will commence in Research Period 1, 2020. For the degrees governed by Parts 2 and 3 of the HDR Rule (Masters by Research and Doctorates by Research other than the PhD), requirements additional to the HDR Rule are set out in course resolutions. Some course resolutions already require students to complete specified coursework; while others do not. Over the course of 2019, the Education portfolio will work with faculties to ensure that course resolutions reflect the HDR coursework requirement. For these degrees, the HDR coursework requirement will commence in Research Period 1, 2021.

An optional unit of study enrolment screen will be created as part of the SITS enrolment process for HDR students to allow them to select units of study that may be taken in fulfilment of the coursework requirement from a nominal 'Table R'. This Table will include three types of units, namely:

- OLE units (section 2.1) at 5000 level developed specifically for the HDR coursework curriculum. New units should be of 2 credit points, although existing 6 credit point units will also be included;
- faculty-restricted (section 2.2) coursework units that use departmental permission to restrict enrolments to students enrolled with that faculty. These should only occur where class size must be limited because the cost of teaching is high or specialised facilities are utilised; and
- other existing coursework (section 2.3) units that faculties wish to make available to HDR students and which will be available to students from all faculties.

Some faculties already require or encourage HDR students to take some coursework as part of their HDR program. Faculties that wish to include some or all of these coursework units in Table R will need to apply to Graduate Studies Committee for approval to do so. Listing units of study in Table R means that they will generally be broadly available to HDR students across the University, and teaching will attract funding from the RTP as described in Section 4 below.

Alternatively, faculties may wish to continue teaching HDR units of study, but not include them in Table R. This means that the units can continue to be offered only to students enrolled within the faculty; however completion of these units will not count towards the student’s requirement to complete 12 credit points of coursework. Care needs to be
taken in these circumstances that students do not exceed the maximum proportion of coursework within a research degree. Also, no funding from the RTP will be provided for teaching these units.

On the system, this will result in an EFTSL higher than 1 in one or more years for each student, however the University currently reports HDR EFTSL to the Australian Government based on their research period EFTSL only and does not count any coursework units undertaken as part of the MPhil or PhD. This occurs at present whether or not the units of study have credit points attached. The units of study are reported, where required, to the Australian Government, but they do not contribute to EFTSL. It is proposed that the same arrangement will apply to the HDR curriculum units.

It is noted that research students are not permitted to allow the volume of coursework to exceed 33% of their degree. Because a research student's workload is measured in hours in a research period, it does not necessarily align perfectly with the expected volume of work required to complete a certain number of credit points. Students and supervisors will need to plan coursework as part of the research project to ensure that students do not exceed the maximum coursework allowed in a research degree. For guidance, it is suggested that PhD and Doctorate by Research students should take a maximum of 48 credit points of coursework, or 12 credit points per year. Masters by Research students should take no more than 24 credit points in total, or 6 per year.

At present, this arrangement for HDR student enrolment in coursework units does not generate fees for students and there is no subsequent allocation of revenue to the faculties teaching the units. A manual reallocation of funding between the enrolled faculty and the teaching faculty is therefore proposed in this case, using the model for top slicing the RTP funding (for international and domestic students) discussed in section 4, below. The workload for the finance adjustment should be minimal – each research period the credit points for the teaching and enrolment faculty could be calculated and a journal prepared. There are existing reports that could readily facilitate this work.

A two credit point limit on the size of new coursework units would allow students to take shorter courses on an as-needed basis, and to ‘stack’ units in such a way as to tailor them to their interests and needs, as agreed with their supervisor. It would also mean the time commitment to coursework can be spread throughout the academic year and permit greater flexibility for faculties in scheduling the required units. If this path is chosen, consideration could be given to redesigning the small number of 6 credit point 5000-level OLE units that have been given EOI approval by the BIS OLE Subcommittee; at least if the intention is for these to form part of the HDR curriculum. It should be noted that designating a single credit point size for the new units will also make funding teaching of these units more straightforward (see section 4). Existing faculty units which are larger than 2 credit points in size are not proposed to be modified if included within the HDR curriculum at this stage.

2.1 Units within the Open-Learning Environment

It is anticipated that as the HDR coursework curriculum grows, the bulk of the units available will be OLE units (see section 5). As per the rules of the OLE, OLE units will be open to all for enrolment, without pre-requisites or co-requisites and must also be available in a zero credit point, on-demand unit, the content and assessment of which is a subset of the credit-bearing unit. Note that this does not preclude units teaching advanced material, but that expected prior knowledge should be made clear to students using the ‘assumed knowledge’ field. The full requirements and further
information on developing an OLE unit is available online here. Please note that OLE units are units of study and subject to all applicable faculty approval and quality processes.

Discussions with Associate Deans Research Education have emphasised the valuable flexibility of fully online credit-bearing OLE units within the HDR curriculum, especially for students with limited access to the Camperdown/Darlington campus. Nonetheless, accompanying face-to-face workshops and masterclasses are often desirable and appropriate, and have the added benefit of building connections among the HDR cohort. As for-credit units of study, it will still be necessary to ensure that fully online OLE units are attached to a session for offer, rather than available on a ‘rolling’ basis in the manner of the zero credit point units.

2.2 Faculty-restricted Coursework Units
A small number of units of study that are specific to students enrolled in the faculty of offer may be offered in the HDR coursework curriculum, as ‘faculty-restricted’ units. Guidelines for the development and approval of these units of study are yet to be agreed (section 5 refers). For the same reasons that the OLE units of study may be best uniformly sized at two credit points, it is strongly recommended that newly created faculty-restricted units are also two credit points in size to encourage simplicity and allow students to choose more freely and in a manner attuned to individual need.

To enable units to be restricted to students enrolled in the faculty of offer, departmental permission can be used on these units. This would also allow for cases in which students outside the faculty have a good academic purpose for requesting access to them. Units of study with departmental permission also appear in all students’ enrolment lists, which would mean that unlike special permission units, students outside the faculty would still be able to discover the units and request access to them.

Where faculties already offer coursework to HDR students that would be appropriate for inclusion within the curriculum, an application should be made to the GSC to make these units available within Table R. In reviewing these, GSC will ensure that duplication and overlap between units is avoided, and quality standards are maintained.

2.3 Existing Coursework Units
There are a number of existing coursework units taught to HDR students that have helped students to develop skills in relevant research methods, for example. To avoid duplication of content, where there are existing coursework units that faculties wish to make available to HDR students across the University, an application should be made to GSC to make these units available in Table R.

As existing units are mostly 6 credit points in size, faculties should be cognisant that students who enrol in these units will have limited capacity to access a broad range of other units.

It is proposed that when considering applications for new units, the following principle be used to determine the mix of existing, ‘faculty-restricted’ and OLE units within the HDR coursework curriculum:

---

1 https://intranet.sydney.edu.au/teaching-support/curriculum/developing-an-open-learning-environment.html
Faculties should, where possible, develop 5000-level units of study for offer in the Open Learning Environment rather than limiting units of study to students enrolled in the faculty. Faculties are strongly encouraged to only develop new units of study that will be restricted to students enrolled within their faculty where:

- the unit deals with research techniques utilising specialised equipment (e.g. advanced microscopy) or teaching spaces;
- teaching the unit involves substantial costs and the faculty needs to limit the number of students accordingly.

Existing units of study run by faculties for their students would be exempt from the above requirements, but faculties are encouraged to allow students from other faculties to participate in these.

Faculties who wish to require students to undertake coursework that is not listed within Table R will need to continue to do so via the milestone process, taking care that students are not required to exceed the limit of 33% coursework within a research degree.

Exemptions to allow faculty-specific restriction for new units of study would be approved by the Graduate Studies Committee (Figure 1).

3. Progression
Since HDR coursework is focused on enhancing the development of the researcher, completion of the coursework requirement should take place early in candidature. Supervisors must guide a student’s choice and the timing of units with respect to planned candidatures, and Associate Deans / Postgraduate Coordinators will need to check through the Annual Progress Review process that the coursework has been completed at an appropriate point. A final check would also need to occur at the point an ‘Intent to Submit’ was received.

It is hoped that failure rates for the coursework units would be low. If students do fail these units, they may repeat them or take other units in fulfilment of the requirement. The Annual Progress Review process would be used to consider whether or not a student is making satisfactory progress, including in the coursework requirement.

The coursework requirement will be contained within course resolutions for the PhD and Masters by research degrees. These resolutions, or where applicable, amendments to existing resolutions, are currently being drafted. The resolutions will state that it is a requirement of the degree to complete the coursework requirement. Completed units of study will be recorded on the transcript, and students must achieve a pass. Units may be pass/fail, or graded, at the discretion of the offering faculty.

4. Funding
A portion of the RTP funding will be retained centrally and be taken just once for each commencing student at a rate of $1200 per PhD student and $600 per Masters student whether part time or full time. Using 2017 figures, this will mean a pool of approximately $1.3M will be available across the University to fund teaching. This will be reimbursed to faculties who teach units of study that fulfil the HDR coursework

---

2 It is already a requirement of the Progress Planning and Review for Higher Degree by Research Students Policy 2015 that the progress plan include any coursework requirements.
requirement at a rate of $100 per student per credit point. If each unit within the HDR coursework curriculum is nominally two credit points in size, this means each student enrolment in a unit will be funded at a rate of $200 per student. No University Economic Model (UEM) charge will be levied against this income.

If the ‘top slice’ is calculated by withdrawing $1200 per PhD student and $600 per Masters student from the total RTP received by the University as a whole and then following the normal distribution mechanism to faculties, this will result in a flat 4% reduction in revenue across all faculties (Table 1).

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Investment</th>
<th>HDR Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sydney Business School</td>
<td>4%</td>
<td>$1,147,474</td>
</tr>
<tr>
<td>Faculty of Arts and Social Sciences</td>
<td>4%</td>
<td>$4,826,508</td>
</tr>
<tr>
<td>Faculty of Medicine and Health (Sydney Dental School)</td>
<td>4%</td>
<td>$312,598</td>
</tr>
<tr>
<td>Faculty of Engineering and Information Technologies</td>
<td>4%</td>
<td>$8,823,911</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td>4%</td>
<td>$1,547,599</td>
</tr>
<tr>
<td>Faculty of Medicine and Health (Sydney Medical School)</td>
<td>4%</td>
<td>$4,934,234</td>
</tr>
<tr>
<td>Faculty of Medicine and Health (Sydney Nursing School)</td>
<td>4%</td>
<td>$193,330</td>
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<tr>
<td>Faculty of Medicine and Health (Sydney Pharmacy School)</td>
<td>4%</td>
<td>$1,251,353</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>4%</td>
<td>$8,307,404</td>
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<tr>
<td>Sydney Conservatorium of Music</td>
<td>4%</td>
<td>$243,345</td>
</tr>
<tr>
<td>Sydney Law School</td>
<td>4%</td>
<td>$110,611</td>
</tr>
<tr>
<td>Sydney School of Architecture, Design and Planning</td>
<td>4%</td>
<td>$517,469</td>
</tr>
</tbody>
</table>

Table 1. Impact on HDR revenue to each faculty as a result of creating the funding pool for HDR coursework on a per-commencing student basis at the University level. Note that this calculation pre-dates the FMH change and so uses start 2018 faculties.

Students will be permitted to enrol in more than their required number of units from Table R. No further funding will be made available beyond the per student cap, which is the same as the per-student funding retained. While the retention of funds and the coursework requirements will only apply to commencing students from 2020, all students will be able to take coursework from its introduction. HDR student participation in other coursework units outside this scheme will continue as normal, managed by special permissions. Faculties should discourage this practice where possible.

The course resolutions described in Section 3 will outline the circumstances in which recognition of prior learning (RPL) may be granted by Associate Deans – Research Education. RPL may allow partial or full exemption from the HDR coursework requirement where students may have taken the same or similar courses, as part of another degree. This would apply where students have taken coursework as part of PhD-level study, or as part of a Masters or higher level study. To implement this, changes to academic delegations and University policy will be necessary.

If, however, a faculty chooses to exempt students from the requirement there will be no reimbursement of the funding retained for that student which will remain in the central pool to manage the ebb and flow of enrolment patterns. Supervisors directing students to take courses from providers other than the University may continue to do so as under the current arrangements, but no funding from this central pool will be available to support students undertaking those units of study.
5. Building a Coherent and Consistent Curriculum

5.1 Principles
To ensure the development of a coherent set of high-quality units for the HDR coursework curriculum, the following principles are proposed.

− Units must enhance the capacity of research students to meet one or more of the PhD graduate qualities.
− Units should be targeted towards postgraduate research students. While acknowledging that other students may take the units (particularly in the case of OLE units), the topics, content and material should be focused on students completing research projects and developing the skills and attributes needed for research careers.
− Units must not replicate content already available in the OLE at 1000-3000 level, but may build on that content to provide more advanced, research-focused material with learning outcomes appropriate for HDR students.
− Units should not be used to train students in basic compliance competencies such as work health and safety or legislative requirements.
− Units should not replicate standard introductory methods in a particular discipline – for example basic statistics in a stated discipline. Such topics should be covered in a single, discipline-agnostic unit teaching basic statistics.
− Where similar units are proposed, the project leaders should collaborate to form a single, broadly applicable unit and/or several appropriately differentiated units within a coherent set of options.
− Units in which the content is related should, if possible, be grouped together under a common theme. The common naming convention for doing this is Theme: Name.

The last three principles are important particularly because there is significant potential for a large number of near-duplicate units to be proposed for the HDR coursework curriculum. For example, many faculties have existing courses offered to HDR students that develop research skills and which would be good candidates to move to units of study available in the OLE to fulfil the HDR curriculum requirement. Often these units are quite similar in content, however, and differ only in of the extent of disciplinary focus. To resolve this situation, a single set of units is being developed that can be offered to all students, with faculties working together to identify the common set of students needs and the appropriate teaching mix.

5.2 Process
To support the initial establishment of the OLE HDR coursework curriculum a targeted development process has been undertaken, similar to that used to develop the Undergraduate Data Science major. A suite of units has been proposed for development that will deliver in three priority areas:

− Quantitative analysis
− Qualitative analysis
− Ethics

So that we maximise the comprehensive range of offerings and minimise duplication, the Education portfolio has run a whole-of-university approach to developing coursework units for HDR students in these four priority areas. A set of working parties, facilitated by the DVC Education and Director - Graduate Research has identified topics and pedagogy for suitable coursework units and coordinated effective development of these across interested faculties. The working parties took into consideration any existing HDR OLE units that relate to these subject areas and made
recommendations as to how these would fit within the eventual comprehensive coverage of the topic.

The outcome of these workshops is an agreed suite of units, with ownership and delivery agreed amongst participants. Membership of the working parties was open to all interested staff members and reflected established expertise in the priority areas as well as being informed by current provision of existing, non-HDR, units of study. The task of these working parties was to establish the ‘skeleton’ for what should be offered in each – that is to design a plan for a set of units that can work together or individually to deliver the key competencies in these areas.

The BIS OLE Subcommittee has considered the list of units proposed for creating the initial HDR coursework curriculum, and made recommendations on which units should progress to full development for the consideration of the Board of Interdisciplinary Studies (BIS). This process has operated in the same way as the Expressions of Interest (EOI)s do for the undergraduate units in the OLE.

6. Governance

OLE units are part of the shared curriculum, which is subject to endorsement by the BIS OLE Subcommittee and then approval of the BIS. An EOI process is used by the BIS OLE subcommittee to ensure that units proposed for development do not significantly overlap with existing or other pipeline units and fit the requirements of the OLE. As noted in section 5, above, in the first instance the agreed suites of units covering key topic areas will guide development work in place of an EOI process. These suites will be agreed by the BIS OLE Subcommittee.

Approval to add individual units of study to the OLE that might be proposed as part of the coursework curriculum but are not within these focus areas, must be sought from the BIS. Approval to include these units within the HDR coursework requirement must be sought from the Graduate Studies Committee (Figure 1).

The development of faculty-restricted HDR units, or the inclusion of existing coursework units in Table R, will be governed by faculty postgraduate coursework committees as for any other faculty coursework units at this level. Should a faculty or school wish to require that students complete specific units within Table R, then these may be detailed as milestones for students enrolled with that faculty. The inclusion of these units of study into the list for the faculty milestone must be considered by the University Executive – Research Education Committee as per the Progress and Planning for Higher Degree by Research Students Policy 2015. Approval to include these within the HDR coursework requirement must be sought from the Graduate Studies Committee.
Figure 1: Diagram of approval process for initial HDR curriculum units of study. DP here stands for departmental permission (section 2.2 refers). Note that the ‘4 identified areas’ portion of the diagram would not apply post-2018, while the other workflows are expected to remain.
Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Hugh O’Dwyer, Policy and Project Officer</th>
</tr>
</thead>
</table>
| Reviewer/Approver  | Assoc. Prof. Anthony Masters, Chair of the Non-Award Subcommittee  
                      Assoc. Prof. Peter McCallum, Director Education Strategy  |
| Paper title        | Draft Continuing and Extra-Curricular Education Procedures |
| Purpose            | To provide a draft of the Continuing and Extra-Curricular Education Procedures. |

**RECOMMENDATION**

*That the Academic Standards and Policy Committee endorse:*
- the Continuing and Extra-Curricular Education Procedures 2018 (*attachment 1*);
- the Continuing and Extra-Curricular Education reporting template (*attachment 2*); and
- the course evaluation and approval template (*attachment 3*).

**EXECUTIVE SUMMARY**

The governance arrangements established in the *Continuing and Extra-Curricular Education Policy 2017* articulate a role for the Board of Interdisciplinary Studies (BIS) in the ongoing governance of interdisciplinary continuing education and co-curricular courses. The Non-award Subcommittee of the BIS has been given responsibility for oversight of the quality of continuing and extra-curricular education. To support this function, draft procedures and reporting templates have been prepared (*attachments 1-3*).

**CONTEXT**

In 2017, the *Continuing and Extra-Curricular Education Policy* was developed to establish governance, approval, and quality assurance arrangements for continuing and extra-curricular education. To accompany this policy, procedures have been drafted which cover quality, sustainability, risk management, and record keeping requirements (*attachment 1*).

The quality assurance section (11) of the policy establishes the following reporting requirements:

- the head of an academic or specialist unit must provide a report on the unit’s continuing and extra-curricular education to the relevant Dean or, if the academic centre is not under the governance of a Faculty, to the NASC on a date to be determined by the NASC;
- the Dean must provide a report on the faculty’s continuing and extra-curricular education activity, quality, strategic alignment and sustainability to the faculty leadership group and faculty board on a date to be determined by the NASC;
- the faculty board must consider the Dean’s report and forward it, with appropriate comments, to the NASC which synthesises the reports for consideration by the Board of Interdisciplinary Studies; and
- the BIS reports to the Provost and DVC-Education including recommendations for action, as appropriate.

As such, the draft procedures detail the information to be provided by faculties, units, and centres that offer continuing or extra-curricular education in their annual report to Non-Award Subcommittee. Moreover, information pertaining to the sustainability of continuing and extra-curricular education will be provided on an annual basis to the Non-award Subcommittee, which will act as a conduit for this information that is ultimately the responsibility of the Vice-Chancellor and Provost (as per 12(2) of the policy).

Schedule One of the procedures document will contain the reporting coversheet and course/sustainability table. A draft of this reporting sheet is included in *attachment 2*. Additional information captured via the individual course approval process within faculties and centres/units can also be provided to the Non-award Subcommittee as required.
Subclauses 10(4)(a)-(j) of the policy detail a (non-exhaustive) range of quality, sustainability, and risk areas that need to be considered when the reviewer is evaluating the course for approval. To support the faculty and centre approval process a draft course approval template has been included in attachment 3. This template would be completed online and contains question branching to ensure a streamlined process for submitting course approvals. This form is intended as an optional tool for evaluating a course (for approval) that reflects the requirements of section 10 of the policy (and clause 7 of the draft procedures) and captures key information to be provided in reporting to the non-award subcommittee. Due to the diverse nature of the University’s non-award and continuing education offerings, some units of faculties will already have course approval systems in place that are able to capture and collate this data.

CONSULTATION

The draft procedures and associated templates have been provided to Non-award Subcommittee of the BIS and the Continuing Education Procedures Working Party. Additionally, the documents will be provided to the Academic Standards and Policy Subcommittee, the University Executive Education Committee, the BIS, and the Academic Board. The procedures will also be reviewed by the Policy Management Unit of the Office of General Council.

ATTACHMENTS

Attachment 1: Draft Continuing and Extra-Curricular Education Procedures 2018
Attachment 2: Draft Continuing and Extra-Curricular Education reporting template
Attachment 3: Draft course evaluation and approval template
CONTINUING AND EXTRA-CURRICULAR EDUCATION PROCEDURES 2018

Issued by: Deputy-Vice Chancellor (Education)

Dated: <insert date>

Signature:

Name: Professor Philippa Pattison

1 Name

This is the Continuing and Extra-Curricular Procedures 2018.

2 Purpose and application

(1) These procedures are to give effect to the Continuing and Extra-Curricular Education Policy 2017 ("the policy").

(2) These procedures apply to the provision of all continuing education and extra-curricular education.

3 Commencement

These procedures commence on <insert date>.

4 Interpretation

(1) Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policy.

Note: See clause 6 of the policy.

(2) In these procedures:

**Non-award Subcommittee** means the subcommittee of the Board of Interdisciplinary Studies that provides academic quality assurance and oversight for non-award continuing and extra-curricular education courses.

**unit** means either an academic unit or specialist unit, as they are defined in the policy.
5 Reporting and review

(1) The annual reports to the Non-award Subcommittee by heads of units, Deans or faculty boards:
   (a) should be made in the form available from [INSERT LINK];
   (b) must address:
      (i) the number of new courses;
      (ii) the number of re-approved courses;
      (iii) the total number of courses, including courses offered in partnership with the Centre for Continuing Education, for which the relevant faculty or unit has governance responsibility;
      (iv) the number of enrolments by course;
      (v) the academic quality of courses;
      (vi) the strategic alignment of courses; and
   (c) must include an annual balance sheet setting out:
      (i) total revenue;
      (ii) total expenses; and
      (iii) where applicable, a course-by-course breakdown of direct revenue and direct expenses, including each responsibility centre, project code and account class.

   Note: See subclauses 11(4)–(6) of the policy.

(2) The Non-award Subcommittee must:
   (a) review annual reports it receives; and
   (b) provide a summary report to the Board of Interdisciplinary Studies, including recommendations where appropriate.

(3) The annual report of the Board of Interdisciplinary Studies to the Deputy Vice-Chancellor (Education) about the quality of continuing and extra-curricular courses must include recommendations.

   Note: See subclause 11(8) of the policy.

(4) The Board of Interdisciplinary Studies may direct the Non-award Subcommittee to conduct reviews of the strategic alignment and quality of continuing education courses which the Board has approved.

6 Centre for Continuing Education interim approvals

(1) The Director of the Centre for Continuing Education may authorise the delivery of a proposed course pending approval from the Board of Interdisciplinary Studies:
   (a) on an interim basis;
   (b) for no more than one semester; and
   (c) provided that the course is submitted to:
(i) the next meeting of the Non-award Subcommittee for endorsement; and
(ii) then to the Board of Interdisciplinary Studies for approval, on the recommendation of the Non-award Subcommittee.

(2) Before authorising delivery of a course on an interim basis, the Director of the Centre for Continuing Education must:

(a) be satisfied that it is:
   (i) of comparable or superior quality to other continuing education courses approved by the Board of Interdisciplinary Studies;
   (ii) aligned with the University’s strategic priorities;
   (iii) to be delivered by appropriately qualified and experienced personnel; and
   (iv) presents no more than a low risk to the University; and
(b) conduct a risk assessment consistently with clause 7 of these procedures, and be satisfied that the risk is appropriate.

7 Risk management

(1) When considering safety and risk for the purposes of approving a course under clause 10(4) of the policy, the decision maker must be satisfied that potential risks are identified and appropriate mitigation strategies proposed.

(2) Potential risks that must be assessed include, but are not limited to:

(a) whether the course involves working with members of the community such as medical patients;
(b) whether the course involves working with children or vulnerable adults;
(c) whether the course involves working with dangerous materials or hazardous substances;
(d) whether the course involves working with animals; and
(e) whether the course requires ethics approval.

(3) If a course is proposed to be delivered with or using the services of third parties, the decision maker must be satisfied that the requirements of the Educational Services Agreements Policy 2017 have, or will be, met before approving it.

Note: A tool for evaluating risk in continuing and extra-curricular education is available at [INSERT LINK].

8 Student records

(1) Faculties or units offering continuing education or extra-curricular education must keep records of each enrolled student’s:

(a) name;
(b) course code or course name;
(c) enrolment date;
(d) course completion date; 
(e) certificate of attendance, if issued; 
(f) whether continuing professional development points were issued for undertaking the course (where this is known and validated); and 
(g) assessment results if applicable.

Note: See Recordkeeping Policy 2017.

NOTES

Continuing and Extra-Curricular Education Procedures 2018

Date adopted: [This is the date on which the policy is formally signed]

Date commenced: [This is the date on which the policy will commence, suggest at least two weeks from date of adoption/approval]

Administrator: [List the position title of the most senior person responsible for the day to day operation of the policy]

Review date: [This date must be no more than 5 years from the date of commencement.]

Rescinded documents: [List here any documents replaced by this policy.]

Related documents: Tertiary Education Quality and Standards Act 2011 (Cth) 
Continuing and Extra-Curricular Education Policy 2017 
Learning and Teaching Policy 2015 
Workforce Engagements and Payments Policy 2016 
Affiliates Policy

AMENDMENT HISTORY

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

Continuing and Extra-Curricular Education Procedures 2018
Continuing and Extra-Curricular Education Report to the Non-award Subcommittee

<table>
<thead>
<tr>
<th>Continuing and Extra-Curricular Education Initial Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: faculty dean/unit director</td>
</tr>
<tr>
<td>Faculty:</td>
</tr>
<tr>
<td>School:</td>
</tr>
<tr>
<td>Centre: if applicable</td>
</tr>
<tr>
<td>Total number of continuing and extracurricular education courses:</td>
</tr>
<tr>
<td>Number of new courses:</td>
</tr>
<tr>
<td>Number of reapproved courses:</td>
</tr>
</tbody>
</table>

### Academic Quality

| Is an evidence-based approach employed when developing educational offerings? | |
| What internal processes are in place to ensure the maintenance of academic quality and integrity of continuing and extra-curricular education courses? | |
| How is the academic quality of continuing and extra-curricular education courses assessed? How are the academic quality assessments responded to by the faculty/centre? | |
| Are you satisfied that training and student records are appropriately managed? How are records managed? | |
| Is a form of documentation or qualification provided upon completion of the course? If so, does it comply with the AQF Qualifications Issuance Policy? | |

### Strategic Alignment

| How do the continuing educational offerings align with faculty education and research areas? | |
| How do the continuing educational offerings align with industry/community engagement opportunities? | |

### Outcomes and Student Experience

| How will information about student experiences and outcomes be utilised to improve future educational offerings? | |

### Comments from Faculty Board/Head of Academic or Specialist Unit

Please provide a list of all continuing and extra-curricular courses offered by the faculty and the completed balance sheet (attached excel). See the Continuing and Extra-Curricular Education Policy 2017 Quality Assurance section (11) for further information on the reporting requirements of faculties, academic units, and specialist units.
Continuing and Extra-Curricular Education Faculty or Centre Annual Report

<table>
<thead>
<tr>
<th>NUMBER OF NEW COURSES</th>
<th>NUMBER OF REAPPROVED COURSES</th>
<th>TOTAL NUMBER OF COURSES</th>
<th>TOTAL REVENUE ($)</th>
<th>TOTAL EXPENSES ($)</th>
</tr>
</thead>
</table>

Note: under the *Continuing and Extra-Curricular Education Policy 2017* courses must be approved for a period not exceeding four years, after which a course may be re-approved as described in Section 10 of the Policy.

Note: total Revenue and Expenses should align with figures provided in Faculty or Centre Balance Sheet.

Annual Continuing and Extra-Curricular Education Course Catalogue

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CONVENOR/PRESENTER NAME(S)</th>
<th>NUMBER OF ENROLMENTS</th>
<th>DIRECT REVENUE ($)</th>
<th>DIRECT EXPENSES ($)</th>
<th>NEW COURSE (Y/N)</th>
<th>NUMBER OF TIMES OFFERED PER YEAR</th>
</tr>
</thead>
</table>

Note: if direct course revenue and expenses of cannot be provided leave blank.
Continuing and Extra-Curricular Education

1. Course Title: *

Enter your answer

2. Convenor Name: *

Enter your answer

3. Presenter name(s): *

Enter your answer

4. Presenter(s) qualifications and experience: *

Enter your answer
5. Course Approver:
*Name of the person within the faculty or centre responsible for approving the course.*

Enter your answer

6. Discipline area *

Enter your answer

7. Purpose:
*What will this course cover or what problems does the course solve for its target audience (e.g. latest updates in knowledge, better techniques, improved patient outcomes, non-award short course, etc.)*?

Enter your answer

8. Format
*Select multiple options if applicable.*

- Online
- Seminar
- Conference
- Lecture
- Practical workshop
- Laboratory
- Other
9. Location and type of venue required:
Enter your answer

10. Estimate cohort size/likely venue capacity:
Enter your answer

11. Materials or equipment:
Please list any required materials or equipment. If company specific add company/supplier.
Enter your answer

12. Duration:
Number of hours/days.
Enter your answer

13. Proposed dates:
Enter your answer

14. Is prior experience or assumed knowledge required to enroll in the course?
If yes, please specify.
15. Will the course include an assessment component? *

- Yes
- No

16. Course assessment:
Select multiple options if applicable.

- Multiple choice quiz
- Short answer questions
- Case studies
- None
- Other

17. Rationale for having the assessment:

Enter your answer

18. Standards framework for assessment:

Enter your answer

19. How will participant competencies and standards be established and monitored?

Enter your answer
20. Does the course involve working with patients? *

- Yes
- No

21. If hands-on, identify the nature of the tasks to be completed, equipment to be used and materials required?

Enter your answer

22. If hands-on, is there a requirement to seek information in advance to assess current level of clinical expertise?

Enter your answer

23. Does the course involve working with children? *

- Yes
- No

24. Does the course presenter have a Working with Children Check? *

- Yes
- No
25. Does the course involve working with dangerous materials and/or hazardous substances? *

- Yes
- No

26. Please specify: *

Enter your answer

27. Does the course involve working with animals? *

- Yes
- No

28. If hands-on, identify the nature of the tasks to be completed, equipment to be used and materials required. *

Enter your answer

29. If hands-on, is there a requirement to seek information in advance to assess the current level of clinical expertise? *

Enter your answer
30. Ethics approval: *

*Please identify if ethics approval is required for this course.*

Enter your answer

31. Commercial support:

*Identify companies that may have an interest in providing support to this course/event.*

Enter your answer

32. Affiliates:

*List any organisations, societies, academies who may wish to be associated with or notified about this course, event, or conference.*

Enter your answer

33. Is an external party involved in the development or delivery of this course? *

- [ ] Yes
- [ ] No
34. Has an Office of General Council approved Educational Services Agreement been entered into? *

Note: in accordance with 7(2) of the Continuing and Extra-Curricular Education Procedures an Educational Services Agreement (and compliance with the Educational Services Agreements Policy 2017) is a requirement for external/third party delivery of courses.

- Option 1
- Option 2

35. Additional comments:

Please list any other considerations that will assist in evaluation of this course.

Enter your answer
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Tristan Enright, Manager, Educational Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Peter McCallum, Director, Education Strategy</td>
</tr>
<tr>
<td>Paper title</td>
<td>EDUCATIONAL INTEGRITY DECISION-MAKING AND PENALTY GUIDELINES 2018</td>
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<tr>
<td>Purpose</td>
<td>To seek endorsement of the decision-making and penalty guidelines developed by the Office of Educational Integrity in consultation with a working group comprised of faculty and University school Educational Integrity Coordinators for use in determining reported breaches of academic honesty.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Standards and Policy Committee:
(1) endorse the Educational Integrity Decision-Making and Penalty Guidelines 2018 as presented, and
(2) recommend that the Academic Board endorse the guidelines.

EXECUTIVE SUMMARY

The Educational Integrity Decision-Making and Penalty Guidelines 2018 (Attachment 1) are the culmination of work undertaken during 2017 and 2018 by the Office of Educational Integrity and an Educational Integrity Working Group, which was established under the auspices of the Academic Board at its 2 May 2017 meeting on the recommendation of the Office of Educational Integrity. The Working Group is chaired by the Director, Education Strategy, and includes the Educational Integrity Coordinators from each faculty and University school. The guidelines are intended to enhance the consistency of decisions taken by Educational Integrity Coordinators and nominated academics under the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Feedback on the draft guidelines was sought from the Academic Standards and Policy Committee, faculties via the University Executive Education Committee, the Students’ Representative Council and the Sydney University Postgraduate Representative Association. Having worked systematically through this feedback, the Educational Integrity Working Group seeks the Academic Board’s endorsement of the guidelines for use in determining suspected breaches of academic honesty from 1 January 2019.

COMMUNICATION

Pending their endorsement, the Educational Integrity Decision-Making and Penalty Guidelines 2018 will be published in the University’s Policy Register and distributed to all Educational Integrity Coordinators, nominated academics and relevant professional staff. They will be linked to the academic integrity pages of the student website and the educational integrity pages of the staff intranet.

ATTACHMENTS

Attachment 1 – Educational Integrity Decision-Making and Penalty Guidelines 2018
EDUCATIONAL INTEGRITY DECISION-MAKING AND PENALTY GUIDELINES 2018

Issued by: Office of Educational Integrity on behalf of the Deputy Vice-Chancellor (Education)

Dated: [insert date the final document is approved/signed]

Last amended: [this field remains blank until an amendment occurs]

1 Purpose

(1) These guidelines provide a practical guide for Educational Integrity Coordinators and other academics nominated by the deans of each faculty and University school to determine allegations of academic dishonesty and plagiarism in relation to coursework. They are to be read in conjunction with, and as a complement to, the Academic Honesty in Coursework Policy 2015 and Academic Honesty Procedures 2016 (the “policy” and “procedures”).

(2) The guidelines may also be of informational or educational value to unit of study coordinators, teaching staff, examiners and students. However:

(a) A staff member must not use the guidelines in a manner inconsistent with actions and delegations set out in the policy or procedures. This includes but is not limited to:

(i) failure to afford a student procedural fairness as specified in clause 14 of the policy.

(ii) failure to report a suspicion of academic dishonesty or plagiarism to an Educational Integrity Coordinator or nominated academic as specified in clause 15 of the policy.

(b) A student cannot appeal against an academic decision taken by an Educational Integrity Coordinator or nominated academic under clause 3.2 of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) on the grounds that the student believes that the academic decision was made in a manner that was inconsistent with the guidelines.

Note: See subclause 2(c) below.

2 Principles

(1) These guidelines embody the following principles:

(a) **Procedural fairness.** Students alleged to have engaged in a breach of academic honesty must be made fully aware of the specific nature of the allegation, the available evidence, and be given the opportunity to respond to the allegation in accordance with the policy and procedures.
(b) **Transparency and defensibility.** The determination of an alleged breach of academic honesty should be based on the open consideration of the available evidence, including any submissions made by or on behalf of a student, and a defensible assessment of the balance of probabilities.

(c) **Academic judgement and discretion.** These guidelines reaffirm the importance of academic judgement and discretion in determining whether a breach of academic honesty has occurred, and the specification of consequent actions or penalties. They do not prescribe the determination of specific forms of academic dishonesty or plagiarism, or circumscribe actions that may be specified otherwise under the policy and procedures.

(d) **No advantage.** Any corrective actions or penalties specified by Educational Integrity Coordinators and nominated academics under the policy and procedures must not enable any student to gain unfair academic advantage over other students.

(e) **Mitigation of educational disadvantage.** Any corrective actions or penalties specified by Educational Integrity Coordinators and nominated academics should give due consideration to extenuating circumstances experienced by a student at the time the breach was made.

(f) **Harm minimisation.** Any corrective actions or penalties specified by Educational Integrity Coordinators and nominated academics should give due consideration to the minimisation of harm. This includes, but is not limited to:

   (i) harm to a student’s capacity to develop the graduate quality of an integrated personal, professional and ethical identity;
   
   (ii) harm to other students, either through unfairness or to their capacity to develop an integrated personal, professional and ethical identity;
   
   (iii) harm to the educational or research integrity of the faculty or University school;
   
   (iv) harm to the good name and academic standing of the faculty, University school or University;
   
   (v) harm to the good order and governance of the University where such harm is realised as impeding the ability of others to pursue their education, research and work and to participate fully in the life of the University.

3 Definitions

Words and phrases used in these guidelines and not otherwise defined in this document have the meanings they have in the policy and procedures.

**Note:** See part 2 of each of the policy and procedures.

In this document:

**academic dishonesty** has the meaning given in subclauses 7(1) and 7(2) of the policy. In relation to higher degree by research students, it refers to academically dishonest conduct by such a student undertaking a coursework unit of study.
Academic Honesty Education Module means the mandatory online education module all students commencing a coursework award course after 1 January 2016 must complete prior to the census date in their first semester of enrolment.

alternative work means work completed by a student in lieu of work for which a student has been alleged or found to have engaged in plagiarism or academic dishonesty by an Educational Integrity Coordinator or nominated academic.

corrected work means work that has been amended by a student to ensure appropriate acknowledgement of source material, including attribution of the source or sources of this material, at the instruction of an Educational Integrity Coordinator or nominated academic.

coursework has the meaning given in the policy which at the time of approval of the guidelines was:

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

Note: Work produced by students for the award of Honours is considered to have arisen as a result of coursework.

dishonest plagiarism has the meaning given in clause 6 of the policy and, under subclause 7(2)(b), constitutes academically dishonest conduct.

donor (student) means a student who has provided inappropriate information, including assessment questions or answers, to one or more other students, including via social media or other online platforms, and regardless of whether those students are known directly to the donor student or not.

engagement (of or from another person) means entering into a transactional or exchange-based relationship with another person or entity in relation to the completion of assessable work, whether for payment or otherwise.

fail item of assessment means the application of a numerical mark between 0% and 49% and a Fail (FA) grade to work submitted by a student for a separately weighted item of assessment within a unit of study.

Note: See Schedule 1 of the Coursework Policy 2014.

fail unit of study means the application of a numerical mark between 0% and 49% and a Fail (FA) grade to the overall result for a student within a unit of study.

formal development requirement/s (on record) means a central, confidential record is held for a student who has previously completed an approved development activity at the instruction of an Educational Integrity Coordinator or nominated academic. The communication of such requirements to students also carry a formal caution...
against engaging in future breaches of the policy, whether through negligence or dishonesty.

**formative task** means an item of assessment, typically of lower weighting, that has been designed to evaluate a student’s progress toward achieving learning outcomes for a unit that would be measured in a more substantial summative task.

**further development** means the further development activity a student is required to undertake after an Educational Integrity Coordinator or nominated academic has formed the preliminary view that the student has engaged in academic impropriety as a result of prior educational failure.

**further development activity** means a workshop or online module designed to assist students to develop their understanding of, and proficiency with, academic writing conventions and standards.

**illegitimate cooperation (i.e., collusion)** means collaboration that is inconsistent with subclause 8A of the policy. It is characterised by a lack of transparency and openness, providing unfair advantage to a student or group of students over others, undermining the advancement of student learning, and preventing the accurate assessment of the knowledge and skills a student or group of students has developed through the learning process.

**indicative outcome** means a statement on the combination of corrective actions and penalties ordinarily specified by an Educational Integrity Coordinator or a nominated academic to remediate a breach of academic honesty as determined under the policy and procedures.

Note: Throughout these guidelines, indicative outcomes refer to outcomes indicated prior to consideration being given to the impact of extenuating circumstances experienced by a student at the time a breach was made with reference to clause 2(1)(e) of these guidelines.

**plagiarism** has the meaning given in clause 8 of the policy.

**policy** means the Academic Honesty in Coursework Policy 2015.

**prior finding or findings** means a prior finding or findings of academic dishonesty, plagiarism or misconduct in an academic matter, which may also include formal development requirements, as determined by either an Educational Integrity Coordinator or nominated academic under the policy and procedures, or the Registrar under the University of Sydney (Student Discipline) Rule 2016, and as held on a central, confidential record. The communication of all such findings to students also carry a formal caution against engaging in future breaches of the policy, whether through negligence or dishonesty.

**procedures** means the Academic Honesty Procedures 2016.

**recipient (student)** means a student who has received inappropriate information, including assessment questions or answers,
from one or more donor students, including via social media or other online platforms, and regardless of whether the donor student or students are known directly to the recipient.

**recycling** has the meaning given in subclause 7(2)(a) of the policy which, at the time of approval of the guidelines was:

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

**referencing requirements** means the requirement to give proper attribution to another person’s or source’s ideas, findings or words in accordance with an established referencing and citation style as determined by the relevant discipline.

**Note:** For examples, see the University Library’s Referencing and Citation Styles: Home.

**specified mark penalty** means the reduction of a numerical mark by an amount expressed as a proportion of the total marks available for an item of assessment or unit of study.

**Note:** A specified mark penalty should be applied in its absolute form, rather than as a multiplier. For example, where a mark penalty of 10% (i.e., 10 marks out of 100) of the total available marks is specified for work assessed at 70% (i.e., 70 marks out of 100), the final mark after the penalty is applied is 60% (70 – 10 = 60).

**specified maximum mark** means the uppermost mark for which a student’s work is eligible, expressed as a proportion of the total marks available, for an item of assessment after it has first been assessed on its academic merit relative to the advertised criteria.

**Note:** A specified maximum mark does not immediately constitute the mark to be applied to a student’s corrected or alternative work. Rather, a specified maximum mark should only be recorded if the merit-based mark exceeds the specified maximum. Where the merit-based mark falls below the specified maximum, the lower mark should be recorded.

**stage of candidature** means the academic level to which a student has progressed as measured by the duration of the candidature and credit points gained relative to the requirements of the award course.

**summative task** means an item of assessment, typically of moderate to higher weighting, that has been designed to evaluate the extent to which a student has achieved one or more learning outcomes.
## 4 Guidelines

<table>
<thead>
<tr>
<th>Plagiarism – arising from failure to understand referencing requirements</th>
<th>No impropriety</th>
<th>Further Development</th>
<th>Plagiarism</th>
<th>Academic Dishonesty</th>
<th>Potential Misconduct</th>
</tr>
</thead>
</table>
| • Plagiarised material is minimal and limited to a very small number of instances.  
• Genuine attempt to acknowledge sources, possibly with imprecision in use of referencing conventions.  
• Any stage of candidature.  
• No prior findings or formal development requirements on record.  
• Corrective feedback sufficient. |  | • Plagiarised material is of low to moderate volume.  
• Genuine attempt to acknowledge sources, possibly with imprecision in use of referencing conventions.  
• Early- to mid-stage of candidature.  
• No prior findings or formal development requirements on record. | • Plagiarised material is of low to moderate volume.  
• Genuine attempt to acknowledge sources, possibly with imprecision in use of referencing conventions.  
• Mid- to late-stage of candidature.  
• No prior findings on record, although may have formal development requirements on record. |

| Indicative outcome | No penalty | Further development activity  
• Submission of corrected work  
• Specified maximum mark of 64% | Further development activity  
• Submission of corrected work  
• Specified maximum mark of 50% or 64% |  |  |

| Item 7 Report of the ASPC  
27 November 2018 |  |  |  |  |  |
<table>
<thead>
<tr>
<th>Plagiarism – arising from negligence</th>
<th>No impropriety</th>
<th>Further development</th>
<th>Plagiarism</th>
<th>Academic dishonesty</th>
<th>Potential misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarised material is minimal and limited to a small number of instances.</td>
<td>Plagiarised material is of low volume.</td>
<td>Plagiarised material is of low to moderate volume.</td>
<td>Plagiarised material is of moderate to high volume.</td>
<td>Plagiarised material is of moderate to high volume.</td>
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<tr>
<td>Genuine attempt to acknowledge sources, possibly with imprecision in use of referencing conventions.</td>
<td>Genuine attempt to acknowledge sources, possibly with imprecision in use of referencing conventions.</td>
<td>Genuine attempt to acknowledge sources, possibly with imprecision in use of referencing conventions.</td>
<td>Limited attempt to paraphrase or acknowledge source material appropriately, demonstrating reckless disregard for academic standards.</td>
<td>Limited attempt to paraphrase or acknowledge source material appropriately, demonstrating reckless disregard for academic standards.</td>
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</tr>
<tr>
<td>Any stage of candidature.</td>
<td>Early- to mid-stage of candidature.</td>
<td>Mid- to late-stage of candidature.</td>
<td>Mid- to late-stage of candidature.</td>
<td>Mid- to late-stage of candidature.</td>
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<tr>
<td>No prior findings and/or formal development requirements on record.</td>
<td>Prior formal development requirements on record.</td>
<td>Prior findings and/or formal development requirements on record.</td>
<td>Prior findings and/or formal development requirements on record.</td>
<td>Prior findings and/or formal development requirements on record.</td>
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<td>Corrective feedback sufficient.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicative outcome</th>
<th>No penalty</th>
<th>Further development activity</th>
<th>Further development activity</th>
<th>Further development activity (can incl. Academic Honesty Education Module)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarised material is of low volume.</td>
<td>Submission of corrected work</td>
<td>Submission of corrected or alternative work</td>
<td>Submission of alternative work</td>
<td></td>
</tr>
<tr>
<td>No prior findings and/or formal development requirements on record.</td>
<td>Specified maximum mark of 50% or 64%</td>
<td>Specified maximum mark of 50%</td>
<td>Specified maximum mark of 50%</td>
<td>Specified maximum mark of 50%</td>
</tr>
<tr>
<td>No impropriety</td>
<td>Further development</td>
<td>Plagiarism</td>
<td>Academic dishonesty</td>
<td>Potential misconduct</td>
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</tr>
</tbody>
</table>
| Plagiarism – arising from dishonesty | • Low volume of plagiarised material, with insufficient attempt to paraphrase and/or acknowledge all sources.  
• Early- to mid-stage of candidature.  
• May or may not have formal development requirements on record. | • Moderate to high volume of plagiarised material.  
• No attempt to acknowledge source material appropriately or accurately, demonstrating willful disregard for academic standards.  
• Any stage of candidature.  
• May or may not have prior findings and/or formal development requirements on record. | • Multiple findings of academic dishonesty on record. |
| Indicative outcome      | • Further development activity (can incl. Academic Honesty Education Module)  
• Submission of alternative work  
• Specified maximum mark of 50% | • No prior finding of plagiarism or academic dishonesty: Fail item of assessment (0% - 49%)  
• Prior finding: Fail unit of study (0% - 49%)  
• Further development activity (can incl. Academic Honesty Education Module) | • Refer to Registrar |
<table>
<thead>
<tr>
<th>No impropriety</th>
<th>Further development</th>
<th>Plagiarism</th>
<th>Academic dishonesty</th>
<th>Potential misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recycling</strong></td>
<td>• Recycled material is relevant to task, minimal and limited to a small number of instances.</td>
<td>• Recycled material is relevant and of low or moderate volume without acknowledgement of prior use.</td>
<td>• Recycled material is unacknowledged and of sufficiently high volume to demonstrate limited or no engagement with disciplinary content and/or learning outcomes specific to the unit of study.</td>
<td>• Multiple findings of academic dishonesty on record.</td>
</tr>
<tr>
<td></td>
<td>• Genuine, but insufficient attempt to paraphrase from, or no acknowledgement of, the previously submitted work.</td>
<td>• Any stage of candidature.</td>
<td>• Any stage of candidature.</td>
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</tr>
<tr>
<td></td>
<td>• Any stage of candidature.</td>
<td>• No prior findings on record.</td>
<td>• No prior findings on record.</td>
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</tr>
<tr>
<td></td>
<td>• No prior findings and/or formal development requirements on record.</td>
<td>• Cautionary feedback sufficient.</td>
<td>• Cautionary feedback sufficient.</td>
<td></td>
</tr>
<tr>
<td><strong>Indicative outcome</strong></td>
<td>• No penalty</td>
<td>• Further development activity (can incl. Academic Honesty Education Module)</td>
<td>• No prior finding of academic dishonesty: Fail item of assessment (0% - 49%) or submission of corrected or alternative work for specified maximum mark of 50%.</td>
<td>• Refer to Registrar</td>
</tr>
<tr>
<td></td>
<td>• Submission of corrected or alternative work</td>
<td>• Prior finding: Fail unit of study (0% - 49%)</td>
<td>• Further development activity (can incl. Academic Honesty Education Module)</td>
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<tr>
<td></td>
<td>• Specified maximum mark of 50%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>No impropriety</td>
<td>Further development</td>
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<td>Academic dishonesty</td>
<td>Potential misconduct</td>
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</tbody>
</table>
| Fabricating data and/or sources       | • Submitted work is relevant, contains no plagiarised content, and includes only single instance of inaccurate attribution to an unverifiable or non-existent source.  
• Any stage of candidature.  
• No prior findings on record | • Evidence of systematic or deliberate attempt to mislead the examiner, either by concealing: (a) the extent and/or quality of the empirical or scholarly research or (b) the actual sources of paraphrased or plagiarised material.  
• Any stage of candidature.  
• May or may not have prior findings on record |                                                                                     | • Multiple findings of academic dishonesty on record.                                                                                                  |

| Indicative outcome                    | • Specified mark penalty of 5% or 10%  
• Further development activity (can incl. Academic Honesty Education Module) | • No prior finding of academic dishonesty: Fail item of assessment (0% - 49%)  
• Prior finding: Fail unit of study (0% - 49%)  
• Further development activity (can incl. Academic Honesty Education Module) |                                                                                     | • Refer to Registrar                                                                                                                                   |
<table>
<thead>
<tr>
<th>Providing (or attempt to provide) assessment answers to another student</th>
<th>No impropriety</th>
<th>Further development</th>
<th>Plagiarism</th>
<th>Academic dishonesty</th>
<th>Potential misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The task is a formative task or of low weighting relative to the overall assessment.</td>
<td></td>
<td></td>
<td>• The task is a summative task and of moderate or greater weighting relative to the overall assessment.</td>
<td></td>
<td>• Prior (equivalent) finding or multiple findings of academic dishonesty.</td>
</tr>
<tr>
<td>• Provision of work was inappropriate but done in good faith.</td>
<td></td>
<td></td>
<td>• Recipient and donor students known to one another.</td>
<td></td>
<td>• There is evidence of systematic or calculated provision of assignment answers, including via online platforms (e.g., social media or sharing websites), regardless of whether the donor student knows the recipient/s or not.</td>
</tr>
<tr>
<td>• Recipient and donor students known to one another, with the donor student potentially under duress.</td>
<td></td>
<td></td>
<td>• Any stage of candidature.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Early stage of candidature.</td>
<td></td>
<td></td>
<td>• May or may not have prior findings on record.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Indicative outcome**

<table>
<thead>
<tr>
<th>No penalty</th>
<th>No penalty of academic dishonesty: no penalty and warning.</th>
<th>Refer to Registrar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further development activity (can incl. Academic Honesty Education Module)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No impropriety</td>
<td>Further development</td>
<td>Plagiarism</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Illegitimate cooperation (i.e., collusion) with another student or group of students in completing assessment task (incl. examination)</td>
<td></td>
<td>• Evidence of illegitimate cooperation is obvious.</td>
</tr>
<tr>
<td>Indicative outcome</td>
<td></td>
<td>• No prior finding of academic dishonesty: (a) Fail item of low weighted assessment (0%) (b) Submit alternative work for moderate to highly weighted assessment with specified maximum mark of 50%. (c) Prior finding: Fail unit of study (0% - 49%) (d) Further development activity (can incl. Academic Honesty Education Module)</td>
</tr>
</tbody>
</table>

- Illegitimate cooperation: Any stage of candidature. May or may not have prior findings and/or formal development requirements on record.
- Systematic and/or sophisticated attempt to conceal extent of cooperation, which may span multiple units of study.
- Multiple findings of academic dishonesty on record.
- Evidence of illegitimate cooperation is obvious.
- Any stage of candidature.
- May or may not have prior findings and/or formal development requirements on record.
- No prior finding of academic dishonesty:
  - Fail item of low weighted assessment (0%)
  - Submit alternative work for moderate to highly weighted assessment with specified maximum mark of 50%.
  - Prior finding: Fail unit of study (0% - 49%)
  - Further development activity (can incl. Academic Honesty Education Module)
- Refer to Registrar.
<table>
<thead>
<tr>
<th>No impropriety</th>
<th>Further development</th>
<th>Plagiarism</th>
<th>Academic dishonesty</th>
<th>Potential misconduct</th>
</tr>
</thead>
</table>
| Submitting work for assessment that has been completed by, or with contribution from, another person |                                                                                      | • The work contains a low to moderate amount of material plagiarised or paraphrased from the work of another student of the University, but which is counterbalanced by sufficient evidence of substantial contribution of original content by the student submitting the work.  
• Any stage of candidature.  
• No prior findings on record.                                                                 | Submitting work for assessment that has been completed by, or with contribution from, another person (incl. from essay mills, sharing sites, or other third-party sources). |
| Indicative outcome                                                            |                                                                                      | • Fail for item of low weighted assessment (0%)  
• Submit alternative work for moderate to highly weighted assessment with specified maximum mark of 50%  
• Further development activity (can incl. Academic Honesty Education Module)                                                                                                                                                | Refer to Registrar                                                                                                                                                                                                                                           |

Educational Integrity Decision-Making and Penalty Guidelines 2018
<table>
<thead>
<tr>
<th>Educational Integrity</th>
<th>Decision-Making and Penalty Guidelines 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>No impropriety</td>
<td>Further development</td>
</tr>
<tr>
<td>Engaging another person to complete or contribute to an assessment</td>
<td></td>
</tr>
<tr>
<td>Indicative outcome</td>
<td></td>
</tr>
<tr>
<td>Accepting an engagement from another student to complete or contribute to an assessment</td>
<td></td>
</tr>
<tr>
<td>Indicative outcome</td>
<td></td>
</tr>
<tr>
<td>Forbidden material in examinations (incl. textbooks, notes, calculators or computers)</td>
<td>• Possession of materials is inadvertent and/or the result of examination conditions (e.g., venue type), with materials surrendered voluntarily prior to start of examination or immediately upon discovery by student.</td>
</tr>
<tr>
<td>• Any stage of candidature.</td>
<td>• Any stage of candidature.</td>
</tr>
<tr>
<td>• No prior examination incidents on record.</td>
<td></td>
</tr>
<tr>
<td>Indicative outcome</td>
<td>• No penalty</td>
</tr>
<tr>
<td></td>
<td>• Warning as appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>No impropriety</td>
<td>Further development</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Copying (or attempt to copy or read from) another student during an examination</td>
<td>• Any stage of candidature. • No prior examination incidents on record.</td>
</tr>
<tr>
<td>Indicative outcome (copying during an examination)</td>
<td>• Academic Honesty Education Module • Sit supplementary examination. • Specified maximum mark of 50%.</td>
</tr>
<tr>
<td>Communicating (or attempt to communicate) with another student during an examination</td>
<td>• Communication non-verbal and incidental (e.g., dropped pen).</td>
</tr>
<tr>
<td>Indicative outcome</td>
<td>• No penalty.</td>
</tr>
<tr>
<td>Consulting (or attempt to consult) another person outside examination venue without permission</td>
<td></td>
</tr>
<tr>
<td>Indicative outcome</td>
<td></td>
</tr>
<tr>
<td>No impropriety</td>
<td>Further development</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Possession or inappropriate use of communication device within or outside examination venue</td>
<td></td>
</tr>
<tr>
<td>Indicative outcome</td>
<td></td>
</tr>
<tr>
<td>Removal (or attempt to remove) confidential examination from venue</td>
<td>• Removal of materials is inadvertent or result of examination conditions (e.g., open book exam; venue type), with materials surrendered voluntarily at first available opportunity.</td>
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<td>• Any stage of candidature.</td>
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<td>• No prior examination incidents on record.</td>
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<td>Indicative outcome</td>
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<tr>
<td>Breach of rules, codes or policies other than the Academic Honesty in Coursework Policy 2015 (see note below)</td>
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<td>• Breach of other rules, codes or policies, including but not limited to: (a) misuse of University’s ICT resources and intellectual property (b) promoting or advertising commercial cheating service (c) facilitating misuse of University resources or property by a third party (incl. ICT resources, IP or venues).</td>
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Indicative outcome

• Refer to Registrar

Note: Where an Educational Integrity Coordinator or nominated academic detects a potential breach of rules, codes or policies other than the Academic Honesty in Coursework Policy 2015, the potential breach should be referred to the Registrar for investigation under the University of Sydney (Student Discipline) Rule 2016 on grounds of personal, rather than academic, misconduct. While such breaches may be associated with an allegation of academic dishonesty or academic misconduct, their investigation and determination is beyond the scope of the policy and procedures.
NOTES

Educational Integrity Decision-Making and Penalty Guidelines 2018

Date adopted: [This is the date on which the guidelines are formally signed]

Date registered: [This is inserted by the Policy Management Unit, not all guidelines are registered on the Policy Register, this can be removed where they are hosted on a different website]

Date commenced: [This is the date on which the guidelines will commence, suggest at least two weeks from date of adoption/approval, consider if dates need to align with other documents]

Administrator: Office of Educational Integrity on behalf of the Deputy Vice-Chancellor (Education)

Review date: [This date must be no more than 5 years from the date of commencement.]

Related documents: 

- Academic Honesty in Coursework Policy 2015
- Academic Honesty Procedures 2016
- University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)
- University of Sydney (Student Discipline) Rule 2016

AMENDMENT HISTORY

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STUDENT PLACEMENT AND PROJECTS POLICY 2015

The Deputy Vice-Chancellor (Education) as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 10 December 2015

Last amended: 40 August 2018 (administrative amendment only)

Signature:
Name: Professor Philippa Pattison

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22 Work health and safety ..................................................... Error! Bookmark not defined.
23 Feedback after HDR internships ....................................... Error! Bookmark not defined.
24 Commencement of this part .............................................. Error! Bookmark not defined.

PART ONE: PRELIMINARY

1 Name of policy

This is the Student Placement and Projects Policy 2015.

2 Commencement

This policy commences on 1 January 2016.
3 Policy is binding

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

4 Statement of intent

This policy:

(a) provides for students to be properly supported while undertaking professional placements, internships, or projects; and

(b) sets out the University's requirements for the development and management of such placement, internships, and project programs.

5 Application

(1) Parts One and Two applies to all placements, internships and projects undertaken as part of an award course.

(1)(2) Part Three applies to placements and projects undertaken by students as a required part of a coursework award course.

(3) Part Four of this policy applies to internships undertaken by students during a higher degree by research award course.

(4) This policy does not apply to other placements, internships or projects, but may be used as a guide to practice in relation to them.

PART TWO: DEFINITIONS

6 Definitions

academic supervisor means the academic staff member responsible for the academic supervision of HDR students undertaking an internship

Note: See clause 16(3).

coursework award course has the meaning given in the University of Sydney (Coursework) Rule 2014, which at the date of this policy is:

a course approved by the Senate, on the recommendation of Academic Board, that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, graduate certificates, graduate diplomas and those master's degrees that comprise less than 66% research are coursework award courses.
delegate means an officer, employee or committee of the University to whom Senate has made a delegation of authority.

Note: See University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016 and University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

faculty means a faculty or University school or, where applicable, a board of studies.

HDR means higher degree by research.

HDR award course means higher degree by research award course which will usually be a Doctor of Philosophy or Master’s by Research, subject to the University of Sydney (Higher Degree by Research) Rule 2011.

HDR internship coordinator means a member of academic staff with responsibilities as set out in Part 4 of this policy.

HDR internship administration officer means the professional staff member in the Office of the Deputy Vice-Chancellor (Education), or within a faculty or University school with responsibility for administering HDR internships.

internship means, for the purpose of this policy, supervised research training undertaken by an HDR student at a workplace controlled by an internship provider.

Note: See clause 16(1)

Internship provider means an individual or organisation with whom an HDR student is undertaking an internship under this policy.

placement means assigning a student to undertake supervised learning at a workplace that is controlled by a placement provider, for the purpose of the student’s practical education. A placement is a vocational placement as provided in the Fair Work Act 2009 (Cth).

Note: in the terms of a higher degree by research placement, these will generally form part of a research project.

placement co-coordinator means a member of staff of a faculty with responsibilities as set out in this policy. The placement co-coordinator may be the unit of study coordinator.

placement provider means an individual or organisation with whom a student is undertaking a placement under this policy.

placement supervisor means the placement provider (if an individual) or an employee of the placement provider who is responsible for the work-based supervision of a student on placement. The University may also employ supervisors who visit the workplace. In this policy the placement supervisor refers to the person employed by the placement provider.
**PART THREE: COURSEWORK STUDENTS**

### 7 Principles

1. Placements and projects are intended to provide students with authentic experiential learning.

2. In order to maximise their learning, students working on a placement should:
   - be given a clear explanation of the professional and academic expectations and learning outcomes of the placement;
   - have access to quality supervision;
   - be given work related responsibilities relevant to the intended learning outcomes; and
   - have structured opportunities for critical reflection.

3. In order to maximise their learning, students working on a project should:
   - be given a clear explanation of the professional and academic expectations and learning outcomes of the project;
   - have access to quality preparation for the learning experience;
   - have access to quality guidance and advice, including in the resolution of any actual or perceived barriers to progress; and
   - have access to structured opportunities for critical reflection.

4. The requirements for assessment of a placement or a project must be set out in the unit of study outline.
   - The final assessment mark for each student on placement or undertaking a project must be determined by the relevant member of the faculty’s academic staff, consistently with the requirements of the Coursework Policy 2014 and the Assessment Procedures 2011.
   - As from 31 December 2018, each student involved in group work on placement or in a project must be assessed according to their individual achievement of the learning outcomes and graduate qualities.
Assessment may include consideration of contributions to effective group functioning and communication in intercultural and interdisciplinary settings.

Note: See subclause 15(3). For each student placement or project there must be an identified placement or project co-ordinator.

(5) The relevant unit of study co-ordinator or agreement sponsor must register a copy of the final version of each agreement to which this policy applies in the University contract register, maintained by Archives and Records Management.

Note: See Educational Services Agreements Policy 2017

8 Engagement with placement providers and project partners

(1) Placement co-ordinators are responsible for informing placement providers of the objectives and learning outcomes, including the attendance requirements, of the placement.

(2) Placement and project co-ordinators are responsible for establishing appropriate plans for managing any conflict of interests which may arise from any pre-existing relationships between the placement provider or project partner (or relevant member of their staff) and any proposed student participant.

Note: The details of any such plan will depend on the particular circumstances of each case. If no appropriate plan can be developed, the student should be placed with another placement provider or project partner.

9 Placement and project agreements with external parties

(1) Students must not be assigned to a placement provider or to a project with an external project partner without an overarching written agreement between the University and the external party which sets out:

(a) the responsibilities of each of the University and the external party;
(b) the insurance requirements for each of the University and the external party;
(c) the level of supervision which will be provided to participating students; and
(d) the applicable intellectual property, confidentiality and privacy obligations.

Note: The intent of placement and project agreements is that the University should have a clear, documented agreement with each provider of student placements or projects. This does not mean a separate agreement for each student, or necessarily each cohort, but a document to which each party has formally agreed which sets out the terms of the relationship.

(2) Placement and project co-ordinators are responsible for ensuring placement providers and project partners are aware of any reasonable adjustments agreed between the University and the placement provider or project partner to accommodate a student with a disability.

Note: The University will only be able to make or agree to any such adjustments if the student has disclosed the disability and consented to the release of necessary information to the placement provider or project partner. See clause 13 of this policy.

(3) Before approving an agreement between the University and a placement provider or project partner, the relevant delegate must consider:
(a) the placement provider’s or project partner’s ability to meet the objectives of placements or projects, as applicable;

(b) the appropriateness of the learning environment and the proposed learning experience; and

(c) compliance with:
   (i) the Educational Services Agreements Policy 2017; and
   (ii) the Higher Education Standards Framework.

10 Projects with internal parties

(1) The terms of a project with an internal project partner must be recorded in writing and retained in a University file by the project co-ordinator.

   Note: See the Recordkeeping Policy 2017 and Recordkeeping Manual.

(2) Students should not be assigned to a project with an internal partner until the following have been agreed between the project co-ordinator and the internal project partner, and recorded:

   (a) the responsibilities of each of the project co-ordinator and the project partner;
   (b) the level of supervision which will be provided to participating students; and
   (c) the applicable intellectual property, confidentiality and privacy obligations.

11 Communication with students prior to placement or project

(1) Placement and project co-ordinators must inform students of the following before the student commences a placement or project:

   (a) the objectives of the placement or project, including:
      (i) learning outcomes;
      (ii) assessment requirements; and
      (iii) attendance requirements;
   (b) how to apply for special consideration or special arrangements in relation to the placement or project;

   Note: See Coursework Policy 2014 and Assessment Procedures 2011.

   (c) what other University policies or procedures apply to a particular placement or project;

   Note: For example, the Travel Policy 2018 and Travel Procedures 2018 will apply to international placements.

   (d) any obligations of confidentiality which will apply to them during or after the placement or project;

   (e) whom to contact in the faculty if the student should have any concerns while undertaking the placement or project, and how contact may be made; and

   (f) the circumstances under which a placement or project may be terminated by any of the placement supervisor, the project partner or the placement or project co-ordinator; and
(g) the circumstances under which a student would be considered to have failed any assessment relating to the placement or project.

**Note:** Requirements to complete placements or projects are specified in the relevant course resolutions.

(2) If a placement or project is terminated early for reasons beyond a student’s control, the placement or project co-ordinator, or the unit of study co-ordinator, must:

(a) arrange for the student to be assessed on the basis of the completed component; and

(b) inform the student as soon as possible of any remaining requirements to be met in order to complete the placement or project requirement of their course.

(i) If a placement or project is terminated because the placement provider, project partner or facilities provided are determined to be unsuitable, the relevant co-ordinator must work with the student to provide options for the student to meet the placement or project requirements of their course without penalty.

(3) Placement or project co-ordinators must request from students details of any pre-existing relationships between the placement provider or project partner (or relevant member of their staff) and any student proposed for placement or project with that provider.

(4) Faculties should develop and register local provisions setting out any requirements for placements in addition to those specified in University policy and procedures.

**Note:** All University policies and procedures, and registered local provisions, are available from the [Policy Register](#).

### 12 Communication with students while undertaking placement or project

(1) Placement or project co-ordinators must establish and maintain mechanisms for communication between the faculty and students on placement or undertaking a project, including in relation to:

(a) the quality of the experience;

(b) the student’s progress; and

(c) potential or actual problems.

(2) Communication mechanisms must be available to students at all time while on placement or while undertaking a project.

### 13 Work health and safety

(1) Placement, project and unit of study co-ordinators must:

(a) take all reasonable steps to identify and record where students are undertaking placements or projects at any given time;

(b) for placements or projects where work is undertaken on non-University premises:

(i) inform placement providers or project partners of the requirement to provide a work health and safety induction to all participating students;
(ii) notify placement providers or project partners that the placement or project co-ordinator needs to be informed of any work health or safety concern;

(iii) inform students of relevant work health and safety issues before they commence the placement or project; and

(c) notify students of the contact details for relevant faculty staff who should be informed of any work health or safety concern during a placement or project.

(2) Placement and project co-ordinators are responsible for recording reported work health and safety incidents occurring during placements or projects on the University’s work health and safety reporting system, Riskware.

(3) Placement and project co-ordinators must request students to disclose health issues that have a work health and safety significance for placement before commencing a placement or project, so that student safety can be optimised.


14 Feedback after placements and projects

(1) Placement, project and unit of study co-ordinators must establish and maintain robust mechanisms to obtain feedback from:

(a) students, particularly in relation to:
   (i) the quality of the supervision;
   (ii) their level of preparedness for the placement or project; and
   (iii) the overall value of the placement or project as a learning experience; and

(b) placement providers and project partners, particularly in relation to:
   (i) the educational design of the placement or project;
   (ii) the preparedness of students on placement or project; and
   (iii) the performance of students during the placement or project.

15 Transitional provisions

(1) Faculties are required to achieve compliance with the requirements of this policy by 1 January 2017.

(2) In particular, by 1 January 2017 each faculty must:

(a) develop and register appropriate local provisions for implementation of this policy in the faculty’s circumstances; and

(b) develop and be ready to implement standard template agreements for student placements.

(3) Subclause 7(4)(b) commences on 31 December 2018.
PART FOUR: HDR INTERNSHIPS

16 Principles

(1) Internships are intended to provide HDR students with an authentic research training experience.
   (a) They do not form part of a research project but are a discrete and separate activity.

(2) In order to maximise their research training, students working on an HDR internship should:
   (a) be given a clear explanation of the professional and academic expectations, learning outcomes, and career development opportunities of the internship;
   (b) have access to quality supervision from staff within the internship provider;
   (c) be given work related responsibilities relevant to the intended learning outcomes; and
   (d) have structured opportunities for critical reflection.

(3) Students undertaking internships will be supervised during their internship by the HDR internship coordinator rather than their academic supervisor.

(4) Before applying to undertake an internship, an HDR student must:
   (a) obtain their academic supervisor’s permission for time taken away from their research;
   (b) discuss with their academic supervisor the learning outcomes and career development opportunities presented by the internship.

(5) Students are not required to undertake work on their research if the internship provider requires full time attendance, but the learning outcomes and career development opportunities of the internship must be added to the student’s progress plan.

   Note: See Progress Planning and Review for Higher Degree by Research Students Policy 2015 and Progress Planning and Review for Higher Degree by Research Students Procedures 2015

(6) The HDR internship coordinator, or the HDR internship administration officer, must register a final version of each agreement to which this policy applies in the University contract register, maintained by Archives and Records Management.

   Note: See Educational Services Agreement Policy 2017

17 Engagement with internship providers

(1) The HDR internship coordinator is responsible for informing internship providers of the objectives, learning outcomes, career development opportunities and attendance requirements of the internship.

(2) The HDR internship coordinator is responsible for establishing appropriate plans for managing any conflict of interests which may arise from any pre-existing relationships with the internship provider (or relevant member of their staff) and any proposed student participant.
18 HDR internship agreements with external parties

(1) Students must not be assigned to an internship provider without an overarching written agreement between the University and the external party which sets out:
(a) the responsibilities of each of the University and the external party;
(b) the insurance requirements for each of the University and the external party;
(c) the level of supervision which will be provided to participating students;
(d) the applicable intellectual property, confidentiality and privacy obligations;
(e) an acknowledgement that the work undertaken during the internship will not form part of the student’s thesis; and

Note: See the Intellectual Property Policy 2016 which provides that students own the intellectual property in their own work unless there is a specific agreement to the contrary.

(f) any processes for managing conflict of interest.

Note: The intent of student internship agreements is that the University should have a clear, documented agreement with each provider of internships for HDR students. This does not mean a separate agreement for each student but a document to which each party has formally agreed which sets out the terms of the relationship.

(2) The HDR internship coordinator is responsible for ensuring that internship providers are aware of any reasonable adjustments agreed between the University and the internship provider to accommodate a student with a disability.

Note: The University will only be able to make or agree to any such adjustments if the student has disclosed the disability and consented to the release of necessary information to the internship provider. See clause 20 of this policy.

(3) Before approving an agreement between the University and an internship provider, the relevant delegate must consider:
(a) the internship provider’s ability to meet the objectives of such internships, as applicable;
(b) the appropriateness of the learning environment and the proposed research training experience; and
(c) compliance with:
   (i) the Educational Services Agreement Policy 2017; and
   (ii) the Higher Education Standards Framework.

19 Communication with students prior to internships

(1) The HDR internship coordinator must inform students of the following before the student commences an internship:
(a) the objectives of the internship, including:
   (i) learning outcomes and career development opportunities; and
(ii) attendance requirements;

(b) what other policies or procedures apply to a particular internship;

(c) any obligations of confidentiality which will apply to them during or after the internship;

(d) whom to contact in the University if the student should have any concerns while undertaking the internship, and how contact may be made; and

(e) the circumstances under which an internship may be terminated by the internship supervisor or the HDR internship coordinator.

(2) The HDR internship coordinator must request from students details of any pre-existing relationships between the internship providers (or relevant member of their staff) and any student proposed for internship with that institution.

Note: See External Interests Policy 2010 and External Interests Guidelines.

20 Communication with students while undertaking internships

(1) The HDR internship coordinator must establish and maintain mechanisms for communication between the University and students on internship, including in relation to:

(a) the quality of the experience;

(b) the student’s progress; and

(c) potential or actual problems.

(2) Communication mechanisms must be available to students at all times while on internship.

21 Work health and safety

(1) The HDR internship coordinator must:

(a) take all reasonable steps to identify and record where students are undertaking internships at any given time;

(b) for internships where work is undertaken on non-University premises:

(i) inform internship providers of the requirement to provide a work health and safety induction to all participating students;

(ii) notify internship providers of any work health or safety concern;

(iii) inform students of relevant work health and safety issues before they commence the internship; and

(c) notify students of the contact details for relevant University staff who should be informed of any work health or safety concern during an internship.

(2) The HDR internship coordinator is responsible for recording work health and safety incidents occurring during internships on the University’s work health and safety reporting system, Riskware.

(3) The HDR internship coordinator must request students to disclose any health issues that may have a work health and safety significance for internships before commencing an internship, so that student safety can be optimised.
22 Feedback after internships

(1) The HDR internship coordinator must establish and maintain robust mechanisms to obtain feedback from:

(a) students, particularly in relation to:
   (i) the quality of supervision;
   (ii) the level of preparedness for internship; and
   (iii) the overall value of the internship as a research training experience.

(b) Internship providers, particularly in relation to:
   (i) the educational design of the internship;
   (ii) the preparedness of students for the internship; and
   (iii) the performance of students during the internship.

23 Commencement of this part

(1) This part of the policy commences on [date to be inserted]

NOTES

Student Placement and Projects Policy 2015

Date adopted: 10 December 2015
Date commenced: 1 January 2016
Date amended: 40 August 2018
Date amendment commenced: 1 January 2018
Administrator: Deputy Vice-Chancellor (Education)
Review date: 10 December 2020

Rescinded documents:

Related documents:

Fair Work Act 2009 (Cth)
Health Records and Information Privacy Act 2002 (NSW)
Privacy and Personal Information Protection Act 1998 (NSW)
Work Health and Safety Act 2011 (NSW)
University of Sydney (Coursework) Rule 2014
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**Related documents**

Updated references to University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016

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<td>9(3); 14(b)</td>
<td>Reference to project partner added.</td>
</tr>
<tr>
<td>9(3)(a)</td>
<td>Reference to project partner and text: ‘or projects, as applicable’ added.</td>
</tr>
<tr>
<td>9(3)(c); 9(3)(c)(i); 9(3)(c)(ii)</td>
<td>New subclause added.</td>
</tr>
<tr>
<td>10</td>
<td>New clause added</td>
</tr>
<tr>
<td>11</td>
<td>Heading amended: ‘or project’ added.</td>
</tr>
<tr>
<td>7(4); 7(4)(a); 11(1); 11(1)(a); 11(1)(b); 11(1)(c); 11(1)(e); 11(2)(b); 12(1); 12(2); 13(1)(a); 13(1)(b)(iii); 13(1)(c); 13(2); 13(3); 14(1)(b)(i); 14(1)(b)(ii)</td>
<td>Reference to projects added.</td>
</tr>
<tr>
<td>11(1)(d)</td>
<td>New subclause added.</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>9(2); 11(1)(f); 11(2)(b)(i); 11(3); 13(1)(b)(ii); 11(1)(g)</td>
<td>Reference to project and project partners added.</td>
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<tr>
<td>11(2); 13(1); 14(1)</td>
<td>Reference to project and unit of study co-ordinators added.</td>
</tr>
<tr>
<td>12</td>
<td>Heading amended: ‘undertaking’ an ‘or project’ added.</td>
</tr>
<tr>
<td>12(1)(c)</td>
<td>Word ('problems') added.</td>
</tr>
<tr>
<td>13(1)(b)</td>
<td>Subclause added.</td>
</tr>
<tr>
<td>13(1)(b)(i)</td>
<td>Reference to project partners and participating students added.</td>
</tr>
<tr>
<td>14</td>
<td>Heading amended: ‘and projects’ added.</td>
</tr>
<tr>
<td>14(1)(a)(ii)</td>
<td>New clause added.</td>
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<tr>
<td>14(1)(a)(iii)</td>
<td>Text added: ‘or project as a learning experience’</td>
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<tr>
<td>14(1)(b)(iii)</td>
<td>Reference to placement and project added.</td>
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<tr>
<td>15(3)</td>
<td>New subclause referencing 7(4)(b) commencement date.</td>
</tr>
<tr>
<td>10(1) note</td>
<td>Update reference and link to Recordkeeping Policy 2017.</td>
</tr>
<tr>
<td>11(c) note</td>
<td>Update references and links to Travel Policy 2018 and Travel Procedures 2018</td>
</tr>
<tr>
<td>13(3) note</td>
<td>Update references and links to Privacy Policy 2017, Privacy Procedures 2018 and Recordkeeping Policy 2017</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>4(a); 4(b); 5(4)</td>
<td>Insertion of ‘internships’ between ‘placements’ and ‘or projects’</td>
</tr>
<tr>
<td>5(1); 5(3)</td>
<td>New clauses inserted to explain application of Part One and Part Two</td>
</tr>
<tr>
<td>5(2)</td>
<td>Amended to include Part Three at beginning of clause</td>
</tr>
<tr>
<td>6</td>
<td>Inclusion of definitions for: academic supervisor, HDR, HDR award course, HDR internship coordinator, HDR internship administration officer, internship, internship provider. Note added to definition of placement.</td>
</tr>
</tbody>
</table>

**Part 3 heading**

Coursework students – covers clauses 7 – 15

**Part 3; clauses 16 - 23**

New clauses relating to HDR internships

**Notes**

Policies added to related documents
SCHOLARSHIPS AND STUDENT RECOGNITION AWARDS POLICY 2016

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

Dated: 2 November 2016

Last amended: 7 June 2017 (administrative amendments only)

Signature: [INSERT DATE]

Name: Associate Professor Anthony Masters
Position: Chair, Academic Board

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PART 1 PRELIMINARY

1 Name of policy

This is the Scholarships and Student Recognition Awards Policy 2016.

2 Commencement

This policy commences on 1 January 2017.

3 Statement of intent

This policy establishes the framework for establishing and managing student recognition awards.

4 Application

1. This policy applies to all scholarships and student recognition awards at the University, except:

   (a) Australian Government Research Training Program Scholarships for higher degree by research students; or
   
   Note: See Research Training Program Scholarships Policy 2018 [insert link];

   (a)(b) to the extent that it conflicts with the terms or conditions required by applicable trust conditions or contractual terms.

2. This policy does not apply to loans, bursaries or ex-gratia payments made by the University to students.

   Note: Information about student financial support is available at http://sydney.edu.au/stuserv/financial_assistance_office/index.shtml. Student loans are administered according to the Student Loan Procedures – Accounts Receivable.

5 Definitions

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

prize means a payment or benefit that carries no condition of further study which is received by a student on the basis of either or both of prior academic performance or fulfilling relevant selection and eligibility criteria. The benefit can be monetary or non-monetary.

procedures means the procedures associated with this policy.

SAS PSU means the Student Administrative Services professional services unit, within the portfolio of the Deputy Vice-Chancellor (Registrar).

scholarship means a payment or benefit to a student which is:

   • usually monetary;
• awarded on the basis of academic merit or potential, alone or in combination with other criteria;
• awarded in connection with ongoing or future study;
• subject to satisfactory future performance requirements; and
• awarded for a specified period up to a maximum duration of a full course of study.

For the purposes of this policy, this does not include Australian Government Research Training Program Scholarships for higher degree by research students.

student recognition award means any form of scholarship, prize or subsidy, including those awarded under the research training program except for Australian Government Research Training Program Scholarships for higher degree by research students.

subsidy means a form of scholarship consisting of a monetary benefit to support a student or graduate for a specific activity or purpose (such as travel or accommodation), usually for a minimum teaching or research period.

6 Principles for student recognition awards

(1) Student recognition awards may take the form of:
(a) scholarships;
(b) subsidies; or
(c) prizes.

(2) New student recognition awards may only be established:
(a) by a relevant delegate;
(b) if there is sufficient funding available; and
(c) if gift funded, consistently with the requirements of the Gift Acceptance Policy 2013.

(3) New student recognition awards must:
(a) recognise and support any or all of:
   (i) academic excellence;
   (ii) equity of access;
   (iii) fairness; and
   (iv) the University’s strategic priorities;
(b) have appropriately broad, inclusive and fair eligibility and selection criteria; and
(c) provide for the University to be the ultimate decision maker in relation to recipients.

(4) Student recognition awards funded by third parties should recognise donor philanthropy and foster partnerships and shared objectives with third party participants.
(5) Existing student recognition awards may only be awarded in any given year if the relevant delegate is satisfied that there are sufficient funds available.

(6) All student recognition awards must be established and administered consistently and transparently, and in accordance with this policy and the procedures.

(7) Except with the prior approval of the relevant delegate the availability of all student recognition awards must be appropriately advertised.

PART 2 ESTABLISHING STUDENT RECOGNITION AWARDS

7 Funding and approval

(1) The Deputy Vice-Chancellor (Registrar), in consultation with the relevant delegates, will establish annually the categories and minimum values for categories of student recognition awards. In doing so, the Deputy Vice-Chancellor (Registrar) will take into consideration currently applicable government allowance and payment thresholds where relevant.

(2) Student recognition awards may be funded by any, or a mixture, of:
   (a) donated funds;
   (b) contractually provided funds, including sponsorships;
   (c) government funding schemes; or
   (d) internal University funds.

(3) Where internal University funds are to be used, the relevant academic or business unit must obtain the funds through the annual budget process in the financial year before the year in which the student recognition award is offered.

Note: See University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016.

8 Terms and conditions

(1) In establishing a student recognition award the relevant delegate must determine its terms and conditions.

(2) The terms and conditions for a student recognition award must:
   (a) except to the extent that they are governed by trust or contractual requirements, comply with this policy and the procedures;
   (b) be drafted in consultation with the SAS PSU; and
   (c) be endorsed by the Office of General Counsel.

(3) The terms and conditions for each student recognition award must specify:
   (a) the eligibility criteria for applicants;
   (b) selection criteria for recipients;
   (c) any ongoing eligibility criteria;
   (d) the total value of the recognition award;
   (e) the payment schedule;
(f) the composition of a selection committee which will determine recipients; and
(g) the circumstances in which the award may be terminated prematurely.

(4) Eligibility and selection criteria must:
(a) set clear standards and benchmarks against which applicants can be ranked and recipients selected; and
(b) be broad enough to allow a reasonable number of people to be eligible.

PART 3 MANAGING STUDENT RECOGNITION AWARDS

9 Marketing and applications

(1) SAS PSU will establish and maintain a publicly available page on the University’s website, which will be the core communications channel for all student recognition awards.

(a) Delegates must provide details of each student recognition award they approve to the SAS PSU in the manner and form specified in the procedures, as soon as possible after approval is given.

(b) Any reference to a student recognition award in any publication or website published by or on behalf of the University must link to, or provide details of, the relevant webpage.

(2) In relation to each student recognition award, the relevant webpage must publish or link to:
(a) its terms and conditions;
(b) application dates and processes; and
(c) details of information about applicants or recipients which need to be provided to any donor or other third party.

(3) Wherever possible, application rounds will be aligned to the teaching or research period appropriate to the relevant student recognition award.

(4) Applications must be submitted electronically in the form and manner specified in the procedures.

(5) SAS PSU will confirm receipt of applications, and advise applicants of outcomes in the form and manner specified in the procedures.

10 Making student recognition awards

(1) SAS PSU is responsible for the receipt, collection and, where possible, initial ranking of applications.

(2) Ranked applications must be considered by the relevant selection committee, consistently with the applicable terms and conditions.

(3) The selection committee will then determine the final ranking of the applicants.

(a) Unless the terms and conditions specify otherwise, the selection committee will determine which of the selection criteria will be prioritised in order to resolve any deadlock in ranking.
(4) SAS PSU will notify applicants of the outcome of their applications, in the form and manner specified in the procedures.

(5) Notifications to successful applicants must include:
(a) the terms and conditions of the award;
(b) instructions on how and by when to accept it;
(c) details of any proposed awards ceremony or other public recognition;
(d) details of any additional information about the recipient proposed to be provided to a donor or other third party; and
(e) whether, and if so how, a recipient may elect:
   (i) not to participate in any public recognition; or
   (ii) not to have their information provided to any donor or other third party.

(6) SAS PSU will manage student recognition award payments by:
(a) identifying appropriate methods of payment based on the value of award;
(b) using University systems and processes to issue funds to recipients.

11 Recognition

(1) The Alumni and Development Office, in collaboration with faculties and University Schools, may hold ceremonies or events to recognise both student recognition award recipients and donors.

(2) The Deputy Vice-Chancellor (Registrar) will determine which student recognition awards will appear on academic transcripts.

(3) Recipients may elect not to participate in any recognition ceremony or similar event.

(4) SAS PSU will maintain award and merit lists that may be published and made publically available on the University website.

12 Terminating individual students’ recognition awards

(1) The recipient of a student recognition award may terminate it at any time by:
(a) notice in writing to the SAS PSU; or
(b) terminating their candidature in their award course.

(2) The delegate responsible for establishing the student recognition award may terminate an individual award if:
(a) satisfied that the holder has failed to fulfil the eligibility criteria or breached any term on which the award is conditional; or
(b) the holder has been found guilty of misconduct.

Note: See University of Sydney (Student Discipline) Rule 2016

(3) Prior to any decision to terminate an award under subclause 12(2):
(a) SAS PSU will inform the holder of the proposal to consider termination and invite them to make submissions as to why it should not be terminated, in a specified manner and within a specified time; and
(b) will provide the relevant delegate with any such submissions received.

(4) SAS PSU will inform the holder of the delegate’s decision in writing.

13 Reviewing student awards

(1) SAS PSU will conduct an annual review of all student recognition awards to identify those with:

(a) low numbers of eligible students;
(b) low numbers of applicants; or
(c) possibly insufficient funds to continue.

(2) At least once in every five years, the SAS PSU will recommend to the relevant delegates any student recognition awards which should be considered for cessation.

(3) The relevant delegate will determine whether or not a student recognition and support award should cease to be offered.

PART 4 RESEARCH TRAINING AWARDS

14 Research Training Program scholarships

(1) This policy does not apply to Australian Government Research Training Program Scholarships for higher degree by research students, which are governed by the Research Training Program Scholarship Policy 2018 - applies. [INSERT LINK]

(2) The Academic Board, in consultation with the Deputy Vice-Chancellor (Registrar), the Deputy Vice-Chancellor (Education) and the Deputy Vice-Chancellor (Research) where applicable, will determine the terms and conditions on which other research training program scholarships will be offered and awarded, consistently with government and University funding requirements.

(3) Research Training Program scholarships may be funded by any, or a mixture, of:

(a) donated funds;
(b) contractually provided funds, including sponsorships;
(c) government funding schemes other than the Australian Government Research Training Program; or
(d) internal University funds.

(4) The terms and conditions for research training program scholarships must specify:

(a) eligibility requirements;
(b) benefits provided;
(c) duration of support;
(d) application, selection and offer processes;
(e) extension and suspension arrangements;
(f) paid leave or work arrangements;
(g) arrangements for changes in student circumstances, such as:
(i) change in award course;
(ii) change from full time to part time study or vice versa;
(iii) change of institution;
(iv) change of research area.

(h) circumstances in which support may be terminated; and

(i) any necessary transitional arrangements for scholarship holders under prior schemes.

(4)(5) SAS PSU will establish and maintain a publicly available page on the University’s website for research training program scholarships. This web page:

(a) must be linked to the student recognition and support awards web page established under clause 9 and

(b) will be the core communications channel for all research training program scholarships.

PART 5 ADMINISTRATIVE MATTERS

15 Transitional provisions

(1) SAS PSU, together with the relevant delegates, will undertake a review of currently offered student recognition awards within one year of the commencement of this policy.

(2) That review will classify the student recognition awards as follows:

(a) those which should continue as presently operating (this will include those subject to trust or contract terms);

(b) those which should continue, but should be brought into compliance with this policy and the procedures; and

(c) those which should cease to be offered.

(3) SAS PSU, together with the relevant delegates must then establish and implement a programme for conversion or cessation of relevant student recognition and support awards.

16 Rescissions and replacements

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

(1) Scholarships Policy, which commenced on 16 June 2005.

(2) Establishment and Award of Scholarships and Prizes Policy, which commenced on 15 March 2000.

(3) Scholarships: Prizes and Scholarships – Academic Board Resolutions approved by the Academic Board prior to 1992.
NOTES

Student Recognition Awards Policy 2016

Date adopted: 2 November 2016
Date commenced: 1 January 2017
Date amended: 7 June 2017 (administrative amendments only)
Administrator: Deputy Registrar
Review date: 1 January 2021

Rescinded documents: Scholarships Policy

Establishment and Award of Scholarships and Prizes Policy
Scholarships: Prizes and Scholarships – Academic Board Resolutions

Related documents:
University of Sydney (Student Discipline) Rule 2016
Brand Policy 2015
Gift Administration Policy 2012
Gift Acceptance Policy 2013
Gift Acceptance Procedures 2014
Student Loans Procedures – Accounts Receivable

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7(3)note</td>
<td>Updated reference to University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016</td>
<td>7 June 2017</td>
</tr>
<tr>
<td>12(2); related documents</td>
<td>Replaced University of Sydney By-law with University of Sydney (Student Discipline) Rule 2016</td>
<td>7 June 2017</td>
</tr>
</tbody>
</table>

Title
Reference to Scholarships added

4(1)(a) Subclause added

5 Definitions of “scholarship” and “student recognition award” amended to exclude Australian Government Research Training Program Scholarships for higher degree by research students

14(1) Subclause added
14(2)  Amended – “other” added before “research training”, “program” deleted before “scholarship”.

14(3)  Typographical amendments.

14(3)(c)  Amended to exclude Australian Government Research Training Program Scholarships for higher degree by research students.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Peter Spolc, Manager, Student Affairs Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Peter McCallum, Director Education Strategy and Acting Registrar</td>
</tr>
<tr>
<td>Paper title</td>
<td>Annual Report of Student Misconduct 2017</td>
</tr>
<tr>
<td>Purpose</td>
<td>This report for noting fulfils the requirements of clause 8.4 of the University of Sydney (Student Discipline) Rule 2016 as the Deputy Vice-Chancellor (Registrar)’s annual report to Senate on student discipline matters, and the misconduct reporting requirements under cl.76(3) of the Chapter 8 of the University of Sydney By-Law 1999 (as amended).</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Standards and Policy Committee consider and note this report for submission to Academic Board and the University Senate as fulfilment of the reporting requirement of clause 76(3) of the University of Sydney By-Law 1999 (as amended) and Clause 8.4 of the University of Sydney (Student Discipline) Rule 2016.

EXECUTIVE SUMMARY

This report fulfils the requirements for reporting of misconduct matters for the calendar year 2017 of both the University of Sydney By-Law 1999 (as amended) (‘the By-Law’) and University of Sydney (Student Discipline) Rule 2016 (‘the Rule’) which replaced the relevant chapter (Chapter 8) of the By-Law on 31 March 2017.

In 2017 a total of 224 misconduct matters were referred to the Student Affairs Unit in 2017. This represents more than a fourfold increase on figures for the previous year (52 cases). The increase can, in part, be explained by: (a) the creation of a new complaints portal in March 2017, (b) improvements in detecting academic dishonesty and the use of fraudulent documents.

The largest category of allegations (59.4% of allegations equating to 133 cases) related to fraud, category which includes a range of academic misconduct including fraudulent medical certificates, assignments, plagiarism as well as fraudulent documentation for admission. The next largest category was harassment (15.2% of allegations equating to 34 cases), followed by bullying (11.6% - 26 cases). Sexual or indecent assault and harassment accounted for 5.8% of cases (12 cases: 5 for sexual and indecent assault and 7 for sexual harassment). None of the five cases of sexual or indecent assault in 2017 resulted in a finding of misconduct.

Of the 224 misconduct matters, 109 resulted in a penalty, 5 were referred to other business units within the University and 110 resulted in no penalty.

The Student Affairs Unit implemented an online complaint portal and workflow system in March 2017 in conjunction with the commencement date for the Rule and is also implementing educational strategies.

BACKGROUND / CONTEXT

Prior to 31 March 2017, allegations of student misconduct were investigated in accordance with Chapter 8 of the University of Sydney By-Law 1999 (as amended) (‘the By-Law’). On 31 March 2017, Chapter 8 was excised from the By-law, and the University of Sydney (Student Discipline) Rule 2016 (‘the Rule’) was promulgated.
Chapter 8 of the By-law set out the procedures for resolving allegations of misconduct by students. Clause 76(3) required the Vice-Chancellor and any Proctorial Board to provide a report to the Senate and the Academic Board on all matters in which a penalty was imposed on a student following a finding of misconduct.

As a result of the Rule replacing the By-law, the foundation and processes for managing allegations of student misconduct and some aspects of the delegations and penalties changed. The Student Affairs Unit implemented a new complaint portal and workflow management system in March 2017 to coincide with the introduction of the Rule.

ISSUES

Student misconduct cases received in 2017

This report combines all student misconduct cases:
1. received between 1 January 2017 up to 31 March 2017 under the By-Law and
2. those received on or after 31 March 2017 under the Rule.

A total of 224 misconduct matters were referred to the Student Affairs Unit in 2017. Of these, 15 were dealt with under the By-Law, and the remaining 209 were dealt with under the Rule. Except where otherwise stated, this report documents the details surrounding all of the misconduct cases received between 1 January 2017 and 31 December 2017, including the 15 By-law cases received between January and March 2017 and all of those dealt with under the Rule.

The cases received in 2017 represent nearly a fourfold increase on cases in previous years. The number of cases where penalties were applied increased more than threefold, and the number of cases that did not proceed to investigation increased sixfold. Reasons for this include improved detection of academic dishonesty and misconduct and fraudulent documentation in the special consideration process and improved complaint reporting through an online portal. The portal has been the main factor in the steep rise in cases that did not proceed to investigation. The increased caseload has imposed strains on resources within the SAU which have been ameliorated in part by installation of an automated workload management system.

Table 1

<table>
<thead>
<tr>
<th>Cases received by SAU</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation or admission &amp; penalties applied</td>
<td>36</td>
<td>33</td>
<td>109</td>
</tr>
<tr>
<td>Investigation &amp; no penalty applied</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Did not proceed to investigation, referred to Faculty or withdrawn</td>
<td>20</td>
<td>19</td>
<td>114</td>
</tr>
</tbody>
</table>

Table 1. A comparison of cases received by the Student Affairs Unit and penalties applied

Table 2

<table>
<thead>
<tr>
<th>Visa status</th>
<th>no. of cases</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anonymous / out of scope*</td>
<td>36</td>
<td>16.1%</td>
</tr>
<tr>
<td>Domestic students</td>
<td>87</td>
<td>38.8%</td>
</tr>
<tr>
<td>Student visa holder</td>
<td>94</td>
<td>42.0%</td>
</tr>
<tr>
<td>Other international</td>
<td>5</td>
<td>2.2%</td>
</tr>
<tr>
<td>Multiple visa holder</td>
<td>1</td>
<td>0.4%</td>
</tr>
<tr>
<td>unrecorded</td>
<td>1</td>
<td>0.4%</td>
</tr>
<tr>
<td>Total</td>
<td>224</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Table 2. The distribution of student misconduct cases across residency/ visa holder status categories

* The first category involves cases that did not proceed to an outcome because of the limitations on powers to investigate anonymous complaints, and in some cases, the respondent was out of jurisdictional scope as a respondent under the Rule. That is, they may not have been students or staff of the University, or otherwise may not have fallen within the scope of its policies or procedures.
As shown in Table 2, international students (including Student visa holders and other international) are over-represented in misconduct cases. International students are involved in 44.2% of cases while representing 36.7% of enrolments during 2017. This may be explained by the high incidence of student visa holders facing allegations of fraud, particularly in the provision of fraudulent medical certificates and Professional Practice Certificates (PPCs) in special consideration applications (in 2017, the recording of cases in the Student Affairs Unit complaints/misconduct workflow under the category of ‘fraud’ did not allow for the separate identification of subtypes).

To address this situation, the Student Affairs Unit initiated proactive educational activities to reduce the incidence of fraud in the special consideration process, involving an educational training component for all commencing students on verifying the credentials of practitioners and on the correct use of medical certificates/PPCs in the special consideration process.

### Misconduct types

The workflow system implemented in 2017 to accompany the introduction of the Rule, facilitates reporting on misconduct allegations by type as set out in Table 4. Use during 2017 and 2018 has suggested possible improvements to these categories. In particular, the category of ‘fraud’ currently includes a range of types of academic and non-academic misconduct including fraudulent documentation for admissions, fraudulent medical certificates and fraudulence in academic assessment including plagiarism, ghost writing, examination impersonation. Creating a capacity to separate these will be valuable in addressing these behaviours.

#### Table 3

<table>
<thead>
<tr>
<th>Alleged Misconduct breaches</th>
<th>Primary alleged breach</th>
<th>Additional alleged breaches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Fraud</td>
<td>133</td>
<td>59.4%</td>
</tr>
<tr>
<td>Harassment</td>
<td>34</td>
<td>15.2%</td>
</tr>
<tr>
<td>Bullying</td>
<td>26</td>
<td>11.6%</td>
</tr>
<tr>
<td>Discrimination</td>
<td>9</td>
<td>4.0%</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>7</td>
<td>3.6%</td>
</tr>
<tr>
<td>Sexual &amp; indecent assault</td>
<td>5</td>
<td>2.2%</td>
</tr>
<tr>
<td>Assault</td>
<td>4</td>
<td>1.8%</td>
</tr>
<tr>
<td>Larceny</td>
<td>3</td>
<td>1.3%</td>
</tr>
<tr>
<td>Breach of Privacy</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>224</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Table 3 Summary of breach types under the Rule. Each case has a primary breach, and 20 of the cases have one or more additional breaches.

Table 3 reveals:
1. fraud (including the range of academic activities indicated above) as the predominant primary breach;
2. bullying as the predominant additional breach; and
3. the collective of fraud, harassment and bullying, represent 85% of all misconducts.
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Misconduct outcomes

Approximately half of the matters received by the Student Affairs Unit as reports of misconduct did not result in a finding or a penalty being imposed. In most cases, this is a result of the allegations being unsubstantiated based on; insufficient evidence to support the claims; the matter being determined feedback or being withdrawn; or one or more of the other reasons indicated in Table 3. ‘No further action’ generally means that the allegation lacked merit in some form, including an allegation that is deemed to fall below the threshold for misconduct, but still warrants the provision of a formal warning letter.

Table 4

<table>
<thead>
<tr>
<th>Misconduct outcomes</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases with no penalty applied</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| No further action                           | 29  | 12.9%
| No/insufficient evidence                    | 24  | 10.7%
| Case not proceeded with                     | 20  | 8.9%
| Withdrawn                                   | 16  | 7.1%
| Feedback                                    | 8   | 3.6%
| Complaint dismissed                         | 6   | 2.7%
| Frivolous                                   | 4   | 1.8%
| Suspension of Investigation                 | 2   | 0.9%
| No finding                                  | 1   | 0.4%
| Subtotal                                    | 110 | 49.1%
| Cases with a penalty applied                |     |      |
| Penalty applied (DVC Registrar)             | 92  | 41.1%
| Penalty applied (VC)                        | 17  | 7.6%
| Subtotal                                    | 109 | 48.7%
| Cases redirected to other units             |     |      |
| Referred to OGC                             | 2   | 0.9%
| Referred back to Faculty                    | 2   | 0.9%
| Referred to HR                              | 1   | 0.4%
| Subtotal                                    | 5   | 2.2%
| Total                                       | 224 |      |

Table 4 Summary of the outcomes of misconduct cases.

Table 4 shows that, of the cases in which a penalty was imposed, the majority were decided by the Registrar, and the number of cases with Registrar-determined penalties is four times larger than the next largest category, ‘no further action’.
Non-Confidential
Matching misconduct with penalties

The association between misconduct type and penalty imposed provides a broad indication of how the University regards the nature and severity of misconduct.

Table 5

<table>
<thead>
<tr>
<th>Misconduct breach</th>
<th>Penalty imposed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fail unit of study</td>
<td>Suspension</td>
</tr>
<tr>
<td>Bullying</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Harassment</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Larceny</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fraud</td>
<td>79</td>
<td>78</td>
</tr>
<tr>
<td>Stalking</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Discrimination</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total no. cases with this penalty</strong></td>
<td>79</td>
<td>87</td>
</tr>
</tbody>
</table>

Table 5 Summary of the outcomes of misconduct cases with penalties imposed.

Table 5 shows how the profile of penalties is typically applied to individual misconduct types. A significant example is that of fraud, which, as noted, covers a wide range of falsifications and attracts the largest number and range of penalties. The two strongest penalties for misconduct, that of expulsion or the rescission of award, were only applied in the most serious fraud cases.

It is noteworthy that none of the five allegations of sexual assault resulted in a penalty imposed. No case proceeded to a point where a finding was made such that a penalty could be imposed under the Rule in 2017. This occurred because one was withdrawn, three lacked sufficient evidence and the fifth was determined to be out of scope or jurisdiction of the Rule.

While only 109 cases had a penalty imposed, it is not uncommon for there to be two or more penalties imposed per case. For example, the most common form of fraud, submission of falsified PPCs as a first-time offence, commonly received: a reprimand; a zero mark and fail grade for the relevant unit of study; and a suspended suspension from the student’s award course.

Table 6

<table>
<thead>
<tr>
<th>Summary of Penalties and Appeals</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No. of Cases with Penalty Applied</strong></td>
<td>109</td>
<td>100.0%</td>
</tr>
<tr>
<td>Academic</td>
<td>79</td>
<td>72.5%</td>
</tr>
<tr>
<td>Non-Academic</td>
<td>30</td>
<td>27.5%</td>
</tr>
<tr>
<td>Penalty/ies suspended</td>
<td>56</td>
<td>51.4%</td>
</tr>
<tr>
<td><strong>No. of Cases Appealed</strong></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Appealed under the By-law</td>
<td>9</td>
<td>8.3%</td>
</tr>
<tr>
<td>Appealed under the Rule</td>
<td>7</td>
<td>6.4%</td>
</tr>
<tr>
<td>Appeal upheld, incl. penalty changed</td>
<td>4</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Table 6 Summary of penalties and appeals
Non-Confidential

Table 6 indicates a low rate of students submitting an appeal against misconduct findings and/or penalties imposed. Of the total appeals submitted, only 25% were upheld, representing 3.7% of cases with penalties imposed. It is noteworthy that more than half of all misconduct cases with a penalty imposed had one or more penalties suspended at the discretion of the Deputy Vice-Chancellor (Registrar).

Faculties, Schools and Administrative Units

Student misconduct may be associated with respondent students or former students being in a faculty or school; or related to interactions with administrative unit such as Faculty Services.

In the faculty or school case, the misconduct may include or involve locations, students, staff or property of that faculty or school. A total of 83.5% of all student misconduct cases in 2017 related in some way to respondent as a student or former student of a faculty or school and can include academic or behavioural misconduct.

The remainder were misconduct cases associated with administrative units and most typically relate to fraudulent medical documents provided with Special Consideration applications.

The proportion of misconduct cases within a faculty or school can be referenced against their respective proportion of student enrolments. Overall, five of the fourteen faculties and schools reflected a greater proportion of misconduct cases than their relative proportion of enrolled students (percentages given in red in Table 2), and nine of the fourteen had a smaller proportion of misconduct cases than their relative proportion of total enrolments.

As shown in Table 7, the School of Business has the highest difference between percentage of misconduct cases and overall percentage of enrolments. This issue may relate to the higher percentages of international students in the Business School making it more exposed to the high number of fraudulent medical certificates discussed above. At the other extreme is the Faculty of Health Sciences which has the lowest incidence of misconduct allegations as a proportion of student enrolments. The significant variation in the incidence of misconduct across Faculties and Schools warrants annual monitoring.
Table 7

<table>
<thead>
<tr>
<th>Cases of alleged student misconduct and Faculty/School enrolments</th>
<th>no. of misconstr. cases</th>
<th>% of all misconstr. Cases</th>
<th>% of enrolled students (approx.)</th>
<th>Difference in % misconduct cf. enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/School related</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Business</td>
<td>49</td>
<td>21.88%</td>
<td>16.07%</td>
<td>5.81%</td>
</tr>
<tr>
<td>Faculty of Arts and Social Sciences</td>
<td>40</td>
<td>17.86%</td>
<td>22.96%</td>
<td>-5.10%</td>
</tr>
<tr>
<td>Faculty of Engineering and Information Technology</td>
<td>33</td>
<td>14.73%</td>
<td>13.17%</td>
<td>1.56%</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>24</td>
<td>10.71%</td>
<td>14.83%</td>
<td>-4.12%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>14</td>
<td>6.25%</td>
<td>9.41%</td>
<td>-3.16%</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>6</td>
<td>2.68%</td>
<td>2.61%</td>
<td>0.07%</td>
</tr>
<tr>
<td>Faculty of Pharmacy</td>
<td>6</td>
<td>2.68%</td>
<td>2.79%</td>
<td>-0.11%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>3</td>
<td>1.34%</td>
<td>2.76%</td>
<td>-1.42%</td>
</tr>
<tr>
<td>Faculty of Veterinary Science</td>
<td>3</td>
<td>1.34%</td>
<td>0.02%</td>
<td>1.32%</td>
</tr>
<tr>
<td>Faculty of Dentistry</td>
<td>2</td>
<td>0.89%</td>
<td>1.32%</td>
<td>-0.43%</td>
</tr>
<tr>
<td>School of Education &amp; Social Work</td>
<td>2</td>
<td>0.89%</td>
<td>0.02%</td>
<td>0.87%</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td>2</td>
<td>0.89%</td>
<td>7.31%</td>
<td>-6.42%</td>
</tr>
<tr>
<td>Sydney School of Law</td>
<td>2</td>
<td>0.89%</td>
<td>5.06%</td>
<td>-4.17%</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>1</td>
<td>0.45%</td>
<td>1.61%</td>
<td>-1.16%</td>
</tr>
<tr>
<td>Not Faculty/School-related</td>
<td>30</td>
<td>13.39%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respondent not a student of the University</td>
<td>2</td>
<td>0.89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Accommodation</td>
<td>1</td>
<td>0.45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compliance Unit</td>
<td>1</td>
<td>0.45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sydney University Sports &amp; Fitness</td>
<td>1</td>
<td>0.45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careers</td>
<td>1</td>
<td>0.45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Unaccounted for]</td>
<td>1</td>
<td>0.45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>224</td>
<td>100.00%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7. The incidence of student misconduct cases across academic and non-academic organisational units

The proportion of student enrolments is not the only relevant factor in comparing the rate of misconduct across faculties and schools. Very small faculties and schools, such as the cases of Veterinary Science and Education and Social Work, have such low baselines of misconduct that a single additional case can double their rate of misconduct.

More critically, faculties and schools vary in their capacity and methods of detecting and referring non-academic misconduct matters. Cases associated with faculties or schools may not be relevant to faculty or school processes or decision-making but may arise from external circumstances. Some cases like this are accounted for in the ‘Not Faculty-related’ case group (13.39% of all cases, Table 2). The degree to which a misconduct can be regarded as directly associated with the actions or processes of a faculty or school is not discernible from the data.

It is also noteworthy that the misconduct cases formally associated with non-academic business units is less than 14% of all misconducts. On that point, it should be noted that a number of units, including University accommodation, demonstrate the lowest level of misconduct, with only one misconduct case having been referred to the Registrar. This may also suggest that either internal practices have succeeded in resolving matters locally or a tendency for under-reporting.
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Student misconduct cases under the By-law

In the period 1 January to 31 March 2017, 15 misconduct cases were referred to the Registrar for handling under the By-law. All cases were either a form of academic misconduct or related to the provision of fraudulent documents (in particular, the use of Professional Practice Certificates, or PPCs) specifically arising from the special consideration process.

Table 8

<table>
<thead>
<tr>
<th>Penalty</th>
<th>Misconduct type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>academic impropriety</td>
</tr>
<tr>
<td>returned to Faculty</td>
<td>2</td>
</tr>
<tr>
<td>penalty including suspended suspension</td>
<td>0</td>
</tr>
<tr>
<td>penalty including suspension</td>
<td>0</td>
</tr>
<tr>
<td>penalty including exclusion</td>
<td>0</td>
</tr>
<tr>
<td>penalty deferred - student no longer enrolled</td>
<td>0</td>
</tr>
<tr>
<td>No penalty; case not proceeded with</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

Table 8. A summary of the misconduct cases received, and penalties applied in substantiated cases received in 2017 under Chapter 8 of the University’s By-law.
Submission To: Academic Standards & Policy Committee
Date: 6 November 2018
Item No: 5.3

Non-Confidential

Author: Tanya Goswami, Appeals Coordinator, Student Affairs Unit
Reviewer/Approver: Mandy Baric, Director, Compliance & Student Affairs and Peter McCallum, Director Education Strategy & Acting Registrar
Paper title: Annual Report of Student Appeals Body 2017
Purpose: This report fulfills the requirements of Clause 7.5 of the University of Sydney (Student Appeals Against Academic Decision) Rule 2006 (as amended) as the Deputy Vice-Chancellor (Registrar)’s annual report to Senate on student discipline matters.

RECOMMENDATION

That the Academic Standards and Policy Committee consider and note this report for submission to Academic Board and the University Senate as fulfilment of the annual reporting requirement of Clause 7.5 of the University of Sydney (Student Appeals Against Academic Decision) Rule 2006 (as amended).

EXECUTIVE SUMMARY

Clause 7.5 of the University of Sydney (Student Appeals Against Academic Decision) Rule 2006 (as amended) requires that the Deputy Vice-Chancellor (Registrar) report annually to the senate on the Student Appeals Body decisions, and the number of appeal hearings for which membership of the Student Appeals Body did not include a Student of the University, as a proportion of the total number of appeal hearings.

BACKGROUND / CONTEXT

2017 Student Appeals Body (SAB) Annual Report

The University of Sydney (Student Appeals against Academic Decisions) Rule 2006 provides that any student may appeal to the Student Appeals Body against an academic decision on the basis that due academic process had not been observed by the relevant faculty in relation to an academic decision.

In accordance with section 7.5 of the above Rule, the Registrar is required to provide the Student Appeals Body 2017 Annual Report to Senate. The Report provides information on the following:

7.5.1 Student Appeals Body decisions; and
7.5.2 The number of appeal hearings for which the membership of the Student Appeals Body did not include a Student of the University, as a proportion of the total number of appeal hearings.

Total appeals to the Student Appeals Body (SAB) in 2017 & 2016

<table>
<thead>
<tr>
<th>s.7.5.1 SAB decision type</th>
<th>2017 Number of appeals</th>
<th>Proportion %</th>
<th>2016 Number of appeals</th>
<th>Proportion %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeals heard by the SAB</td>
<td>58</td>
<td>40</td>
<td>47</td>
<td>33</td>
</tr>
<tr>
<td>Appeals not heard by the SAB</td>
<td>41</td>
<td>27</td>
<td>97</td>
<td>67</td>
</tr>
<tr>
<td>Appeal upheld at hearing</td>
<td>14</td>
<td>24</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Appeal dismissed at hearing</td>
<td>39</td>
<td>67</td>
<td>30</td>
<td>64</td>
</tr>
<tr>
<td>Appeal withdrawn</td>
<td>10</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appeal reconsidered by Faculty</td>
<td>16</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Referred back to Faculty</td>
<td>33**</td>
<td>22</td>
<td>5**</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>153</td>
<td>-</td>
<td>144</td>
<td>-</td>
</tr>
</tbody>
</table>
Non-Confidential

s.7.5.2 Number of hearings (out of total hearings) that did not include a Student of the University

<table>
<thead>
<tr>
<th></th>
<th>17</th>
<th>29</th>
<th>16</th>
<th>34</th>
</tr>
</thead>
</table>

*5 of the 33 SAB appeals were referred back to the Faculty after being heard by the SAB
**All 5 of these SAB appeals were referred back to the Faculty after being heard by the SAB

Demographic data for SAB appeals received in 2017

<table>
<thead>
<tr>
<th>s.7.5.1 SAB appeals type by enrolment category</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of appeals</td>
</tr>
<tr>
<td>Appeals by domestic students</td>
<td>77</td>
</tr>
<tr>
<td>Appeals by international students</td>
<td>76</td>
</tr>
<tr>
<td>Appeals by postgraduate students</td>
<td>55</td>
</tr>
<tr>
<td>Appeals by undergraduate students</td>
<td>98</td>
</tr>
</tbody>
</table>

Analysis

All 2017 SAB appeals matters have been completed and closed. In 2017, the Student Affairs Unit (SAU) received 153 SAB appeals against academic decisions, including (but not limited to), exclusions, final mark and grade, mark against an assessment task, special consideration/special arrangements and credit applications, etc. 46 of the 2017 appeal applications to the SAB were delayed beyond the end of the year and carried forward into 2018 as a result of significant changes to the staffing structure and the delayed establishment of a new TRIM appeals workflow. These issues have since been resolved.

The number of appeals received by the SAU in 2017 increased by 6%, when compared with figures for 2016 resulting an increase of 2% of appeals heard by the Student Appeals Body (SAB). Interestingly, there were also increases in appeals being referred back to Faculty - reflecting 22% in 2017, when compared with 11% in 2016. It has been the preference of the SAB to refer matters back to the relevant Faculty for Academic Panel for reconsideration and provide them an opportunity to follow due academic process, rather than enforcing a new or amended decision as allowed for in Clause 8.9.2 of the Appeals Rule.

2017 figures suggest a slight decrease of 5% in the number of hearings that did not include a student representative student of the University represented on the Student Appeals Body at the hearing when compared with 2016 data. Although there is a preference to have a student on the panel, issues relating to appeal timeliness, other sensitivities surrounding certain cases and student availability, particularly during vacations and exam periods, sometimes requires a hearing to be held without students. The SAU has recently increased its efforts to recruit additional panel members and increase the numbers of substitute student representatives on SAB panels to further promote participation and diversity in the decision-making process.

In 2017, the SAU reviewed SAB appeals more intensively to ensure a more consistent approach by Faculties when reviewing the validity of appeals and supporting documents submitted by students at the Faculty level appeals stage. To this effect, where the SAU considered that supporting documentation was either incomplete or may have afforded appropriate consideration at the Faculty level, those appeals were returned to Faculty for further consideration, and where Faculties determined not to reconsider, then were consequently heard by the SAB. This ensured that all local level appeals had in fact been exhausted before escalating to the SAB or refusing on the basis of a preliminary assessment by the Registrar’s delegate. Feedback from SAB hearings suggested a strong desire for faculties to comprehensibly consider submitted medical attestations/medical documentations during the faculty level appeal process. Consequently, it is worth noting that 10% of SAB appeal applications, had been reconsidered by the Faculty prior to further review and assessment by the SAU.

More detailed information regarding SAB appeals is found in the attached table.
## Total appeals to the (SAB) by Faculty

<table>
<thead>
<tr>
<th>Faculty, University school or unit</th>
<th>(number of enrolments)</th>
<th>2017 Total appeals</th>
<th>Not eligible</th>
<th>Withdrawn</th>
<th>To SAB</th>
<th>Successful (at hearing)</th>
<th>Unsuccessful (at hearing)</th>
<th>Reconsidered by Faculty</th>
<th>Referred back to Faculty</th>
<th>% of total SAB appeals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts and Social Sciences (14,368)</td>
<td>22</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Faculty of Dentistry</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Faculty of Education and Social Work (merged with FASS)</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Faculty of Engineering and IT (8705)</td>
<td>20</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Faculty of Health Sciences (4431)</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty of Pharmacy</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Faculty of Science* (9621)</td>
<td>32</td>
<td>12</td>
<td>0</td>
<td>15</td>
<td>3</td>
<td>12</td>
<td>2</td>
<td>3</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>School of Architecture, Design and Planning (2033)</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Sydney Conservatorium of Music (1032)</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sydney Law School (2524)</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>**Sydney Medical School (9265)</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>9</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Sydney Nursing School</td>
<td>5</td>
<td>0</td>
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**% COMPARISON**

* Inclusive of Veterinary Science and Agriculture

** Currently known as Faculty of Health and Medicine (Sydney Medical School, Faculty of Dentistry, Faculty of Pharmacy and Sydney Nursing School)

Appeals referred back to the Faculty by the SAB panel for a revised decision.
In most cases, the number of appeals received are proportionate to the size of the Faculties or Schools that the appellants represent. The highest number of SAB appeals that were received were from appellants within the University of Sydney Business School, Faculty of Science and the Faculty of Arts and Social Sciences, closely followed by the Faculty of Engineering and IT.

Turnaround Times

The University commissioned external auditors, Deloitte, to conduct an audit on complaints and appeals handling during the period September 2017 – August 2018. It was identified from this report that the average time frame attached to SAB appeals obtained from the prescribed sample was 77 days. While time frame might be considered to be reasonable in the circumstances when taking into account, examination and holiday periods in addition to the scheduling and availability of multiple panel members the Acting Registrar and Student Affairs Unit will are developing strategies to improve this figure and target timeframes. Audit findings reflect the need for improvement to turn around times at the faculty and SAU level appeal stages and for improved communication updates to appellants at all stages of both local/faculty and SAB appeals.
RECOMMENDATION

That the Academic Board note the report from the meetings of the Undergraduate Studies Committee held on 23 October, 30 October, and 13 November 2018, and:

Course and Resolution Proposals

From 30 October 2018:

(1) approve the proposal from the Faculty of Arts and Social Sciences to introduce the Bachelor of Arts/Bachelor of Advanced Studies (Languages), approve the amendment of faculty and course resolutions and unit of study tables arising from the proposal, and recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Arts and Social Sciences, with effect from 1 January 2020;

(2) approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts/Bachelor of Advanced Studies (Media and Communications) and approve the amendment of course resolution and unit of study tables arising from the proposal, with effect from 1 January 2020;

(3) approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts/Bachelor of Advanced Studies (Media and Communications) and approve the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020;

(4) approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts/Bachelor of Social Work and approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2020;

(5) approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies and approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020;

(6) approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music and approve the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020;

(7) approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Exercise Physiology) and the Bachelor of Applied Science (Exercise Physiology) Honours, and approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020;

(8) approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science/Bachelor of Advanced Studies (Exercise and Sport Science), approve the amendment of course resolutions and unit of study tables arising from the proposal, note the Board of Interdisciplinary Studies' endorsement of the proposal to include the Physical Activity and Health Major and Minor in the Shared Pool (Table S) for all Undergraduate degrees, and recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Health Sciences, with effect from 1 January 2020;

(9) approve the proposal from the Sydney Law School to amend the Bachelor Laws and approve the amendments to the faculty and course resolutions arising from the proposal, with effect from 1 January 2019;
Non-Confidential

(10) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) Combined Degrees, and approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2019;

(11) approve the proposal from the Faculty of Science to amend the Bachelor of Liberal Arts and Science and approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2019; and

From 13 November 2018:

(12) approve the proposal from the DVC Education Portfolio endorsed by the Board of Interdisciplinary Studies on 11 October 2019 to amend the Bachelor of Advanced Studies and approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2020.

Undergraduate Learning Outcomes submissions

From 23 October 2018

(13) approve the Undergraduate course and component learning outcomes proposed by the Sydney Law School, for implementation with effect from 1 January 2019;

(14) approve the Undergraduate course and component learning outcomes proposed by the Sydney Conservatorium of Music, for implementation with effect from 1 January 2019;

(15) approve the Undergraduate course and component learning outcomes proposed by the Faculty of Health Sciences, for implementation with effect from 1 January 2019;

(16) approve the Undergraduate course and component learning outcomes proposed by the Faculty of Medicine and Health, for implementation with effect from 1 January 2019;

(17) approve the Undergraduate course learning outcomes proposed by the Faculty of Business, for implementation with effect from 1 January 2019;

From 13 November 2018

(18) approve the Undergraduate course and component learning outcomes proposed by the Sydney School of Architecture, Design and Planning, for implementation with effect from 1 January 2019;

(19) approve the Undergraduate course and component learning outcomes proposed by the Faculty of Arts and Social Sciences, for implementation with effect from 1 January 2019;

(20) approve the Undergraduate course and component learning outcomes proposed by the Faculty of Science, for implementation with effect from 1 January 2019; and

(21) approve the Undergraduate component learning outcomes proposed by the Faculty of Business, for implementation with effect from 1 January 2019.

ITEMS FOR DECISION

Please note that the full report is available here (link forthcoming).

Course and Resolution Amendment Proposals

From 30 October 2018:

**Arts & Social Sciences**

8.1 Bachelor of Arts/Bachelor of Advanced Studies (Languages)

8.2 Bachelor of Arts and Bachelor of Advanced Studies (Media and Communications) minor course amendment

8.3 Bachelor of Arts and Bachelor of Advanced Studies (International and Global Studies) Honours course table

8.4 Bachelor of Arts and Bachelor of Social Work course resolution amendment

8.5 Bachelor of Economics; Bachelor of Economics and Bachelor of Advanced Studies minor course amendment: renaming of major

**Sydney Conservatorium of Music**

8.6 Bachelor of Music minor course amendment: new minor in Community Music

**Health Sciences**

8.7 Bachelor of Applied Science (Exercise Physiology) minor course amendment
Non-Confidential

8.8 Bachelor of Applied Science/Bachelor of Advanced Studies (Exercise and Sport Science) major course amendment

8.9 Bachelor of Laws minor course amendment (to school and course resolutions)

8.10 Bachelor of Engineering Honours combined degree resolutions amendment

8.11 Bachelor of Liberal Arts and Sciences course resolution amendment

From 13 November 2018:

8.12 Bachelor of Advanced Studies Course Resolution Amendment

Undergraduate Learning Outcomes submissions

The Undergraduate Learning Outcomes were endorsed by USC for the following faculties and university schools at the USC meetings as indicated:

23 October 2018

8.13 Sydney Law School course and component learning outcomes
8.14 Sydney Conservatorium of Music course and component learning outcomes
8.15 Faculty of Health Sciences course and component learning outcomes
8.16 Faculty of Medicine and Health course and component learning outcomes
8.17 Faculty of Business course learning outcomes

13 November 2018

8.18 Sydney School of Architecture, Design and Planning course and component learning outcomes
8.19 Faculty of Arts and Social Sciences course and component learning outcomes
8.20 Faculty of Science course and component learning outcomes
8.21 Faculty of Business component learning outcomes

ITEMS FOR NOTING

The Undergraduate Studies Committee also:

• discussed the Assessment Working Group report at its meetings on 30 October and 13 November;
• noted a paper on the Graduate Qualities of a Dalyell Scholar, endorsed by the Board of Interdisciplinary Studies at its meeting on 23 October;
• noted an update to the 2020 Curriculum approval timelines at its meeting on 30 October
• noted the amended Undergraduate Learning outcome submissions from the Sydney Law School, the Sydney Conservatorium of Music, the Faculty of Health Sciences, the Faculty of Medicine and Health, and the course learning outcomes from the Faculty of Business at its meeting on 13 November 2018.

Agenda papers are available from the Undergraduate Studies Committee website as follows:


Learning Outcome submissions to Undergraduate Studies Committee for both special meetings can be found here: http://sydney.edu.au/secretariat/academic-board-committees/undergraduate-learning-outcomes.shtml
APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Senate Resolutions template

Resolutions of the Senate
1 Degrees, diplomas and certificates of the Faculty of Arts and Social Sciences
(1)
With the exception of the Doctor of Letters and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Arts and Social Sciences. The Doctor of Letters and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.
(2)
This list is amended with effect from 1 January, 2018. 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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* May be awarded with honours following a further year of study.
** No new admissions

### 3 Combined degrees

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Mathematics)\(^{\wedge}\) and Bachelor of Science*  

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* May be awarded with honours following a further year of study.  
^ May be awarded with honours in an integrated program.  
** No new admissions.

4 Double degrees

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* May be awarded with honours following a further year of study.  
^ May be awarded with honours in an integrated program.  
** No new admissions

5 Graduate diplomas

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** No new admissions

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**No new admissions**

**7 Diplomas**

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APPENDIX 2: RESOLUTIONS OF THE FACULTY

Resolutions of the Faculty of Arts and Social Sciences for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals Against Academic Decisions) Rule 2006 (as amended), 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 Admission
(1) General
Admission to one or more courses, including undergraduate diplomas, concurrently with any other award course, requires the permission of all Deans concerned.
(2) Sciences Po dual degree pathway
Admission to this pathway is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents). Details of admission policies are found in the Coursework Policy. In addition, admission to this pathway requires the applicant to submit a statement of motivation and attend an interview. The results of this process will form part of the ranking of applicants, and offers for available places are issued according to this ranking.

2 Enrolment restrictions
(1) General
(a) The Coursework Policy specifies the maximum number of credit points that a student may take in each semester. The Faculty does not encourage any student to take more than the normal full-time load required to complete their course in the standard time (usually 24 credit points per semester). The Faculty sets minimum and maximum limits for undergraduate students in their first year of study (below).
(b) Units of study in excess of a student's award course requirements will be taken on a full-fee, non-award basis, unless approved otherwise by the Associate Dean.
(c) A student may not enrol in a unit of study based on a language other than English if, in the opinion of the chair of department concerned on the advice of the teacher of the unit, the student's linguistic knowledge or competence would unfairly advantage them over other students enrolled in the unit of study. If enrolment has already taken place, the Associate Dean may direct that the student be withdrawn without penalty from the unit of study.
(2) Undergraduate
(a) Except with the permission of the Associate Dean, an undergraduate student may not enroll in units of study with a total value of more than 24 credit points per semester in their first year of candidature.

3 Time limits
The Coursework Rule specifies the maximum time limits for completion of candidature.

4 Suspension, discontinuation and lapse of candidature
The Coursework Policy specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. It also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these requirements and their effect on results and financial liability.

5 Credit for previous study
(1) General
Except as described below, or in specific course resolutions, the Coursework Policy specifies the conditions for the granting of credit for previous study to courses in this Faculty.
(2) Except where a credit articulation agreement, approved by the Dean or the Associate Dean, exists, credit will not be granted for units of study completed from:
(a) a Certificate, Diploma or Advanced Diploma;* or
(b) a Vocational Education and Training Sector education provider.*

*In exceptional and well-attested circumstances, the student may appeal to the Associate Dean for an exemption from this restriction.

(3) Undergraduate
(a) A student can apply for credit to count towards an undergraduate diploma for up to 12 junior and six senior credit points if the credit is in a relevant subject area. Credit will not be granted for:
(i) units of study that count towards another qualification; or
(ii) units of study taken at another institution after admission to candidature, except as per Clause 5.
(b) A student can apply for credit to count towards a bachelor's degree for up to:
(i) 96 credit points for successfully completed units in courses where no award has been, or will be, made;
(ii) 48 credit points for successfully completed units in courses where an award has been, or will be, made.
(c) Credit will not be granted towards field education, internships or work experience units of study.

(4) Postgraduate
(a) Unless otherwise specified in course resolutions credit can be awarded towards a master's degree or graduate diploma for up to 50% of the course requirements.
(b) Credit will not be granted for units of study completed more than 5 years prior to admission of candidature.*
(c) Recognition of prior learning for previous study or work experience cannot be used to waive the requirements of degree capstone experience.

*In exceptional and well-attested circumstances, the student may appeal to the Associate Dean for an exemption from this restriction.

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

Part 2: Unit of study enrolment

6 Cross-institutional study
(1) Cross institutional study is available unless specified otherwise in the course resolutions. The Coursework Policy specifies the circumstances in which the Associate Dean may approve such study, with or without imposing conditions.
(2) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

7 International exchange
(1) The Faculty encourages students to participate in international exchange programs, unless specified otherwise in the resolutions for a particular course. For more information refer to the Study Abroad and Exchange Office.
(2) Faculty exchange units of study can be counted towards the requirements of a program, major, minor or advanced coursework as approved prior to undertaking study while on exchange.

Part 3: Studying and Assessment

8 Late submission
(1) It is expected that, unless an application for a simple extension or special consideration has been approved, students will submit all assessment for a unit of study on the due date specified. If assessment is completed or submitted within a period of extension, no academic penalty will be applied to that piece of assessment.
(2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows:
(a) From the first calendar day after the published due date, the penalty applied is five per cent of the maximum mark awardable for the assignment. For each calendar day late thereafter, the penalty increases by five per cent;
(b) Work will not be assessed and a mark of zero will be recorded when an assessment item is submitted either;
(i) more than ten working days after the deadline, or
(ii) after the designated return date, whichever is earlier.

9 Attendance
(1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non-attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.
(2) Students are expected to attend a minimum of 90 per cent of timetabled activities for a unit of study, unless granted exemption by the Associate Dean or relevant delegated authority. The Associate Dean or relevant delegated authority may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items when attendance is lower than 90 per cent.
(3) The case of any formally enrolled student who is absent from 50% or more of classes, regardless of the reasons for the absences, will be automatically referred to the end-of-semester departmental examiners' meeting for a determination as to whether the student should pass or fail the unit, or, if a pass is awarded, the level of penalty that should be applied.
(4) In exceptional circumstances, for example where there are Work Health and Safety considerations or professional accreditation requirements, and with the approval of the Associate Dean, unit of study coordinators may set out additional attendance criteria in the unit of study outline.

10 Special consideration for illness, injury or misadventure
Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study, as determined by the Coursework Policy.

11 Re-assessment
The Faculty does not offer opportunities for re-assessment (also called 'supplementary' assessment) other than on the grounds of approved Special Consideration.

Part 4: Progression, Results and Graduation

12 Satisfactory progress
(1) The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.
(2) Professional experience or field education is an essential requirement for some courses. Where so prescribed, a candidate may not progress to the next year without completing the prescribed professional experience or field education units of study for the previous year.
(3) The Faculty reserves the right not to place candidates in a school or other professional experience or field education setting for practicum in any instance where the performance, personal or professional conduct of the candidate does not meet the required professional standard, regardless of the fact that the candidate may be enrolled in units of study with a practicum requirement.

13 Readmission after a period of exclusion
The Coursework Policy provides that a student excluded from a degree may seek readmission at the end of the exclusion period, with the approval of the Associate Dean. A student readmitted in this way is considered to have commenced a new period of candidature and must apply for credit from their previous candidature. Credit will only be awarded in accordance with the Coursework Policy and clause 5 of these resolutions.

14 Award of the bachelor's degree with honours
(1) To qualify for admission to candidature for honours, a student must meet the requirements of the Coursework Policy and in addition:
(a) have completed a major with an average of 70% or above in the intended subject area/s; and
(b) have the permission of the relevant Chair of Department or program coordinator.
(2) To qualify for admission to the Bachelor of Economics (Honours), students must meet the requirements as outlined in the course resolutions.
(3) General conditions of candidature include:
(a) the honours course is normally full-time over two consecutive semesters. Students who are unable to enrol full-time should apply to the Faculty to undertake the honours course part-time over a maximum of four consecutive semesters;
(b) a student who Fails or Discontinue Fails an honours course may not re-enrol in it;
(c) students who wish to suspend their honours candidature should apply to the Faculty. The maximum period of suspension is one semester;
(d) the maximum period of candidature is five consecutive semesters when a suspension is approved.
(4) To qualify for the award of honours a student must complete 48 credit points of honours units of study in a single subject area, or in two subject areas for students completing joint honours, with a minimum honours mark of 65.
(5) A student may not:
(a) enrol in more than 24 credit points of honours units of study in any one semester; or
(b) enrol concurrently in any other course or unit of study while enrolled in an honours course.
(6) A student who wishes to enrol in honours in two subject areas must meet the entry requirements for both subject areas. Eligible students can chose to enrol in either:
(a) a joint honours course. The requirements are completion of 24 credit points in honours units of study in each subject area; or
(b) an honours course in two subject areas. The requirements are completion of 48 credit points in honours units of study in each subject area. Honours in each subject area is completed separately and in succession.

15 University medal
A student with an honours mark of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who, in the opinion of the Faculty, have an outstanding academic record, in accordance with the Coursework Policy. Candidates who are awarded an undergraduate diploma with honours are not eligible for the award of a university medal.

16 Weighted average mark (WAM)
The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. WAMs are used by the University as one indicator of performance.

17 Progression through embedded postgraduate programs
Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in an embedded sequence. Only the highest award completed will be conferred.

Part 5: Other
18 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January 2020.
(2) Except where noted below, students who commenced prior to 1 January 2020 complete the requirements in accordance with the resolutions in force at the time of their commencement:
(a) Section 8 Late submission of work will be effective for all students from Semester 1, 2020; and
(b)Section 9 Attendance will be effective for all students from Semester 1, 2020.
APPENDIX 3A: UNDERGRADUATE COURSE RESOLUTIONS

The objective of the course resolutions is to describe admission, requirements and related matters in a way that is clear and states unambiguously what is necessary to gain admission and complete the degree, particularly including any element specific to the degree not covered in University policy. The course resolutions are the ‘source of truth’ for award requirements. They should be informative and definitive to a prospective student, a current student and a staff member. Course resolutions should not be specified if the content is adequately covered at a higher level i.e. in a University policy or Faculty resolution. In general, course resolutions should not re-state rules at a higher level – they should list additions or enhancements to those rules only, where required or permitted.

The style of course resolutions should be in plain and clear English, but relatively formal. Think of the reader as being a prospective student. This should not prevent you from being thorough or definitive. The actual audiences are prospective and current students and staff of the University.

Bachelor of Arts
Bachelor of Arts/Bachelor of 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 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>
<td>BPARTAVS-01</td>
<td>Bachelor of Arts/Bachelor of Advanced Studies</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 Streams

(1) The Bachelor of Arts is available in the following streams:
   (a) Dalyell.

(2) The Bachelor of Arts/Bachelor of Advanced Studies is available in the following streams:
   (a) Dalyell
   (b) International and Global Studies
   (c) Languages
   (d) Media and Communications
   (e) Politics and International Relations

(3) Completion of a stream is not a requirement of the Bachelor of Arts or the Bachelor of Arts/Bachelor of Advanced Studies. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Arts/Bachelor of Advanced Studies or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees. Candidates wishing to transfer between streams should contact the faculty. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4 Cross-faculty management

(1) Candidates in the Bachelor of Arts and the Bachelor of Arts/Bachelor of Advanced Studies and those undertaking honours in the Bachelor of Arts/Bachelor of Advanced Studies will be under the supervision of the Faculty of Arts and Social Sciences.

(2) Candidates undertaking honours in the Bachelor of Arts/Bachelor Advanced Studies will be under the management of the Faculty of Arts and Social Sciences. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the supervision of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the Faculty of Arts and Social Sciences on all matters relating to admission, requirements, award of the honours mark and award of the honours grade.

(3) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the Bachelor of Arts/Bachelor of Advanced Studies and the Bachelor of Arts/Bachelor Advanced Studies with Honours combined degrees not otherwise dealt with in these resolutions.

5 Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission
6 Requirements for award

(1) The units of study that may be taken for the Bachelor of Arts and the Bachelor of Arts/Bachelor of Advanced Studies are set out in:
   (a) Table A for the Bachelor of Arts/Bachelor of Advanced Studies;
   (b) Table S of the Shared Pool for Undergraduate Degrees;
   (c) Table O of 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) Bachelor of Arts

To qualify for the award of the Bachelor of Arts degree, candidates must complete 144 credit points in total, comprising:
   (a) A major (48 credit points) or a program as listed and defined in Section 7 below and as specified in Table A;
   (b) A minor (36 credit points) or second major (48 credit points) as listed and defined in Section 7 below and as specified in Table A or Table S;
   (c) A minimum of 12 credit points of units of study in the Open Learning Environment as specified in Table O;
   (d) Where appropriate, elective units from Table A or Table S.
   (e) If enrolled in a stream, complete the requirements for the stream as specified in Table A.

(3) Bachelor of Arts/Bachelor of Advanced Studies

To qualify for the award of the Bachelor of Arts/Bachelor of Advanced Studies, a candidate must complete 192 credit points, comprising:
   (a) A major (48 credit points) or program as listed and defined in Section 7 below and specified in Table A;
   (b) A second major (48 credit points) as listed and defined in Section 7 below and specified in Table A or Table S;
   (c) 12 credit points of units of study in the Open Learning Environment as specified in Table O;
   (d) A minimum of 24 credit points in a single subject area at 4000 level as listed and defined in Section 7 below and specified in Table A or Table S, including a research, community, industry or entrepreneurship project of at least 12 and a maximum of 36 credit points.
   (e) Where appropriate, elective units from Table A or Table S.

7 Programs, majors and minors

(1) Bachelor of Arts

(a) Completion of a major or program from Table A and a minor or second major from Table A or Table S is a requirement of the Bachelor of Arts. Requirements for completion of majors and minors are as set out in Table A and Table S.
   (b) Candidates in the Bachelor of Arts have the option of completing:
       (i) A program (which must contain a major); and
       (ii) A second major from Table A or Table S in place of the minor.
   (c) Requirements for completion of programs are as set out in Table A.

(2) Bachelor of Arts/Bachelor of Advanced Studies

(a) Completion of a major from Table A and second major from Table A or Table S is a requirement of the Bachelor of Arts/Bachelor of Advanced Studies. Requirements for completion of majors and minors are as set out in Table A and Table S.
   (b) Candidates in the Bachelor of Arts have the option of completing a program (which must contain a major).

(3) Requirements for programs, majors and minors

(a) Programs, majors and minors are as defined in the Learning and Teaching Policy 2015.
   (b) The requirements for completion of programs, majors and minors are as set out in Table A and Table S.

(4) Majors available in Table A of the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies:

Agriculture and Resource Economics
American Studies
Ancient Greek
Ancient History
Anthropology
Arabic Language and Cultures
Archaeology
Art History
Asian Studies
Biblical Studies and Classical Hebrew
Chinese Studies
Cultural Studies
Digital Cultures
Econometrics
Economics
Economic Policy
English
European Studies
Film Studies
Financial Economics
French and Francophone Studies
Gender Studies
Germanic Studies
Global Studies (Available only as a major and only to students admitted into the International and Global Studies stream)
Hebrew (modern)
History
Indigenous Studies
Indonesian Studies
International and Comparative Literary Studies
International Relations
Italian Studies
Japanese Studies
Jewish Civilisation, Thought and Culture
Korean Studies
Latin
Linguistics
Media Studies (Available only as a major and only to students admitted into the Media and Communications stream)
Modern Greek Studies
Music
Philosophy
Political Economy
Politics
Socio-legal Studies
Sociology
Spanish and Latin American Studies
Studies in Religion
Theatre and Performance Studies

(5) Programs in the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies:
International and Global Studies
Languages
Media and Communications
Politics and International Relations
Psychology (from Table A of the Bachelor of Science)

With the exception of Psychology, programs in the Bachelor of Arts are only available to students admitted into relevant streams. A Psychology program may only be taken in addition to a major from Table A of the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced Studies.

(6) Table A minors
(a) All majors available as Table A majors in the Bachelor of Arts, except the majors in Global Studies and Media Studies, are available as Table A minors in the Bachelor of Arts. Minors available in the Bachelor of Arts also include those listed in Table S and the following additional Table A minors:
Australian Literature
Celtic Studies
Criminology
Diversity Studies
Sanskrit
Social Policy
Writing Studies

(7) Second majors
All majors available as Table A majors in the Bachelor of Arts are available as second majors in the Bachelor of Arts and the Bachelor of Arts/Bachelor of Advanced Studies. Second majors available in the Bachelor of Arts and the Bachelor of Arts/Bachelor of Advanced Studies also include those listed in Table S.

(8) Table A subject areas in the Bachelor of Advanced Studies component of the Bachelor of Arts/Bachelor of Advanced Studies and the Bachelor of Arts/Bachelor of Advanced Studies with honours are:
American Studies (Honours Only)
Ancient Greek (Honours Only)
Ancient History
Anthropology
Arabic Languages and Cultures
Archaeology
Art History
Asian Studies
Biblical Studies and Classical Hebrew
Chinese Studies
Classics (Honours Only)
Cultural Studies
Digital Cultures
Economics
English
European Studies
Film Studies
French and Francophone Studies
Gender Studies
Germanic Studies
Hebrew (modern)
History
Indonesian Studies
International and Global Studies (Bachelor of Advanced Studies only)
International Comparative Literary Studies
International Relations
Italian Studies
Japanese Studies
Jewish Civilisation, Thought and Culture
Korean Studies
Latin (Honours Only)
8 Progression rules

(1) Progression within a major, program or minor

(a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass two 1000-level units of study within a major (except a language major), program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units.

(b) Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.

(c) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.

(2) Progression within the Bachelor of Arts/Bachelor of Advanced Studies

Except with the permission of the Associate Dean Undergraduate, candidates who are not in the Dalyell Stream must complete 144 credit points, including at least one major, a minor or second major and 12 credit points from the Open Learning Environment before progressing to 4000-level units, including 4000-level project units.

(3) Progression within the Dalyell Stream

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt 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 or over each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted, but will not remain in the Dalyell Stream.

9 Requirements for the Bachelor of Arts/Bachelor of Advanced Studies with honours

(1) An embedded honours component, involving a research project, is available to meritorious students in the Bachelor of Arts/Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Candidates undertaking an honours component within the Faculty of Arts and Social Sciences must complete the requirements for the honours course full-time over two consecutive semesters. If the Faculty 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. For candidates undertaking an honours component with the Faculty of Arts and Social Sciences, admission, requirements and award of Honours are according to these resolutions and the Resolutions of the Faculty of Arts and Social Sciences. For candidates undertaking an Honours component in another faculty, admission, requirements and award of Honours are according to these resolutions and the relevant resolutions of the faculty in which the component is undertaken.

(2) Admission

Admission to the embedded honours component is by permission of the relevant honours coordinator or head of department after the completion of the Bachelor of Arts in accordance with section 6(1) of these resolutions. Admission requires a major or study of equivalent depth with a WAM of at least 70 in the area of the proposed honours component, together with the completion of a second major in accordance with these resolutions. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(3) Requirements

To qualify for the award of the Bachelor of Arts/Bachelor of Advanced Studies with honours a candidate must complete the requirements for the pass degree but include 36-48 credit points of honours units at 4000 level or above, including an honours research project of 12 – 36 credit points, and 12 – 36 credit points of honours coursework, as required by the relevant department and published in the faculty handbook. If the honours component is taken in the Faculty of Arts and Social Sciences, candidates must complete 48 credit points of honours units.

(4) The honours mark

The grade of honours will be determined by anhonours mark calculated from work in the embedded honours component. Award requirements for honours in the Bachelor of Arts are listed in the Resolutions of the Faculty of Arts and Social Sciences.

10 Award of the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies

(1) Candidates for the Bachelor of Arts/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Arts but do not meet requirements for the combined degree will be awarded the Bachelor of Arts.

(2) Honours in the Bachelor of Arts/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the Resolutions of the Faculty of Arts and Social Sciences or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<p>| A student who achieves an honours mark in the range … | will be awarded honours … |</p>
<table>
<thead>
<tr>
<th>Honours Mark Range</th>
<th>Degree Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 ≥</td>
<td>First Class</td>
</tr>
<tr>
<td>75 ≥</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>70 ≥</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>65 ≥</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) Candidates for the award of the Bachelor of Arts/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of Arts, or the Bachelor of Arts/Bachelor of Advanced Studies will be awarded the bachelor degree(s) merited.

11 Cross-institutional study
Cross-institutional study is available in this course under conditions specified in the Resolutions of the Faculty of Arts and Social Sciences.

12 International exchange
The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Arts and Social Sciences.

13 Course transfer
A candidate may transfer from the Bachelor of Arts and elect to complete the Bachelor of Arts/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Arts. A candidate may abandon the Bachelor of Arts/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Arts in accordance with these resolutions.

14 Credit for previous study
Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Arts and Social Sciences or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

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

(2) Candidates who commenced candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 4000-level units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined 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 complete the degree before 1 January, 2020, the student will be offered the opportunity to complete the Bachelor of Arts 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.
APPENDIX 8: Units in the BA/BAdvSt (Languages)

Bachelor of Arts/Bachelor of Advanced Studies

Languages stream

A languages stream in Bachelor of Arts/Bachelor of Advanced Studies requires 132 credit points from this table including:

(i) 48 credit points of a major in a first language from one the following from Table A of the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies:
- Arabic Language and Cultures
- Chinese Studies
- French and Francophone Studies
- Germanic Studies
- Hebrew (modern)
- Indonesian Studies
- Italian Studies
- Japanese Studies
- Korean Studies
- Modern Greek Studies
- Spanish and Latin American Studies

(ii) 48 credit points of a major in a second language from one the following from Table A of the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies:
- Arabic Language and Cultures
- Chinese Studies
- French and Francophone Studies
- Germanic Studies
- Hebrew (modern)
- Indonesian Studies
- Italian Studies
- Japanese Studies
- Korean Studies
- Modern Greek Studies
- Spanish and Latin American Studies

(iii) 6 credit points of 1000-level stream core units

(iv) 6 credit points of 2000-level stream core units

(v) 12 credit points of 4000-level advanced coursework units

(vi) 12 credit points of 4000-level project units

Units of study

The units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

**1000-level units of study**

Stream core units

ICLS1XXX Introduction to Translation Studies 6 S1C

**2000-level units of study**

Stream core units
### 4000-level units of study

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICLS2XXX Language, Culture, and Translatability</td>
<td>6</td>
<td>S2C</td>
</tr>
</tbody>
</table>

#### Project units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICLS4XXX Multilingual Translation Project 1</td>
<td>6</td>
<td>S1C</td>
</tr>
<tr>
<td>ICLS4XXX Multilingual Translation Project 2</td>
<td>6</td>
<td>S2C</td>
</tr>
</tbody>
</table>

#### Advanced coursework units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLCS4XXX Digital Translation</td>
<td>6</td>
<td>S1C</td>
</tr>
<tr>
<td>SLCS4XXX Principals and Ethics of Translation</td>
<td>6</td>
<td>S2C</td>
</tr>
</tbody>
</table>
Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Science

Contact person: Associate Professor Timothy Dwyer

1. Name of award course
   BA/BAS (Media & Communications)

2. Purpose of proposal
   1. To remove the Digital Cultures units ARIN2610 Internet Transformations and ARIN2620 Cyberworlds from the BA/BAdvStudies (Media and Communications) core.

   2. To advise the Undergraduate Studies Committee that the third year unit MECO3602 Online Media will be changed to a second year unit, i.e. MECO26XX. This shift will also coincide with a (proposed) name change to MECO26XX Digital Media.

   The new structure proposed here ensures Media and Communication students will study the political economy of the internet and digital publishing processes. Current units ARIN2610 Internet Transformations and ARIN2620 Cyberworlds are being extracted from the core offering for the Media and Communications program. The Online Media unit (MECO3602), which has been scheduled to be retired in 2020, will be redesigned as a 2000 level offering to suit the needs of MECO students.

   3. To advise the Undergraduate Studies Committee that the BA/BAdvStudies (Media and Communications) program will have a requirement of 102 credit points. If a student takes the Production Track 4th year program, the inclusion of MECO4XXX Coursework or Project Unit/ICPU is 12cp. The requirements for this track need to be amended from the current 96cp to include the additional 6cp of ICPU, totalling 102cp.

3. Details of amendment
   Please see Appendix A and B.

4. Transitional arrangements
   We have identified 17 Media and Communications students undertaking a Digital Cultures Major. They will not be able to complete their DC Major under the New Curriculum for students commencing in 2018 as there are too few units available to satisfy the DC Major requirements. In 2019, we will engage in a process that enables them to choose additional Digital Cultures or equivalent units to fulfil their second Major requirements, i.e. 48cp from the Digital Cultures Major.

5. Other relevant information

6. Signature of Dean
Appendix A

Media and Communications

Stream

Achievement of the stream in Media and Communications requires:
(i) A 96 102 credit point program in Media and Communications.

Program

This program is only available to students enrolled in the Media and Communications stream

Achievement of the program in Media and Communications requires 96 102 credit points from this table including:
(i) 48 credit points of major in Media Studies
(ii) 12 credit points of 1000-level program core units
(iii) 6 credit points of 2000-level program core unit
(iv) 6 credit points of 3000-level program core unit
(v) Students with a WAM of 70 or above can choose to complete the Honours track, which requires 48 credit points of 4000-level core units of study
(vi) All other students must complete 24-30 credit points of 4000-level core units of study.

*Students who exit the Media and Communications program after 144 credit points will be awarded a BA (Media Studies).

Major

This major is only available to students in the Media and Communications program and the combined Bachelor of Arts/Bachelor of Law degree.
A major in Media Studies requires 48 credit points from this table including:
(i) 12 credit points of 1000-level major core units
(ii) 12-18 credit points of 2000-level major core units
(iii) 6 credit points of 2000-level selective units
(iii) 12 credit points of 3000-level major core units
(v) 6 credit points of 3000-level Interdisciplinary Project units

1000 level units of study

Major core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO1001</td>
<td>Introduction to Media Studies</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><em>Available to BA (Media and Comm), BA (Media and Comm/BLaws) students only</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECO1002</td>
<td>Media and Communications Landscapes</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><em>Available to BA (Media and Comm), BA (Media and Comm/BLaws) students only</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO1003</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
Principles of Media Writing  
MECO1004  
Introduction to Media Production  

2000 level units of study  

Major core  
MECO2601  
Media Production: Audio Design and Podcasting  
MECO2602  
Media Production: Video  

MECO26xx  
Digital Media  

Major selective  
ARIN2620  
Cyberworlds  
ARIN2610  
Internet Transformations  

Program Core  
MECO2603  
Public Relations  

3000 level units of study  

Major core  
MECO3603  
Media, Law and Ethics  
MECO3605  
Issues in Global and Digital Media  

Interdisciplinary project unit of study  
FASS3999  
Interdisciplinary Impact  

Program core  
MECO3606  
Media Production: Advanced Media Writing  

Program Core  
MECO4115 MECO Internship  
MECO4xxx Research Practices  
MECO4xxx Critical Practice  
MECO4xxx Community Media Project
### Appendix B

#### MEDIA & COMMUNICATIONS STREAM

<table>
<thead>
<tr>
<th>EXISTING STRUCTURE</th>
<th>96 Credit point program: 24 credit points 1000 level, 24 credit points 2000 level, 24 credit points 3000 level, 24 credit points 4000 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
<td>MECO1001 Introduction to Media studies</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>MECO1001 Introduction to Media studies</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>MECO3603 Media, Law &amp; Ethics</td>
</tr>
<tr>
<td>YEAR 4 - Project Track</td>
<td>MECO4115 MECO Internship</td>
</tr>
<tr>
<td>YEAR 4 - Honours Track</td>
<td>MECO4113 Theoretical Traditions &amp; Innovations</td>
</tr>
</tbody>
</table>

#### 2020 PROPOSED STRUCTURE

<table>
<thead>
<tr>
<th>PROPOSED STRUCTURE</th>
<th>102 Credit point program: 24 credit points 1000 level, 24 credit points 2000 level, 24 credit points 3000 level, 30 credit points 4000 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
<td>MECO1001 Introduction to Media studies</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>MECO2610 Media Production: Video</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>MECO3603 Media, Law &amp; Ethics</td>
</tr>
<tr>
<td>YEAR 4 - Project Track</td>
<td>MECO4115 MECO Internship</td>
</tr>
<tr>
<td>YEAR 4 - Honours Track</td>
<td>MECO4113 Theoretical Traditions &amp; Innovations</td>
</tr>
<tr>
<td>Requirements of Media Studies major:</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--</td>
</tr>
<tr>
<td>12 credit points of 1000-level major core unit</td>
<td></td>
</tr>
<tr>
<td>18 credit points of 2000-level major core units</td>
<td></td>
</tr>
<tr>
<td>12 credit points of 3000-level major core units</td>
<td></td>
</tr>
<tr>
<td>6 credit points of 3000-level interdisciplinary project unit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements of Media &amp; Comms Program:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>48 credit points in Media Studies major</td>
<td></td>
</tr>
<tr>
<td>12 credit points of 1000-level program core units</td>
<td></td>
</tr>
<tr>
<td>6 credit points of 2000-level program core units</td>
<td></td>
</tr>
<tr>
<td>6 credit points of 3000-level program core units</td>
<td></td>
</tr>
<tr>
<td>30 credit points of 4000-level program core units</td>
<td></td>
</tr>
</tbody>
</table>
## MEDIA AND COMMUNICATIONS

<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>

### Media and Communications

### Media and Communications stream

Achievement of the stream in Media and Communications requires:

(i) A 96102 credit point program in Media and Communications.

### Media and Communications program

This program is only available to students enrolled in the Media and Communications stream

Achievement of the program in Media and Communications requires 96-102 credit points from this table including:

(i) 48 credit points of major in Media Studies

(ii) 12 credit points of 1000-level core units

(iii) 6 credit points of 2000-level core unit

(iv) 6 credit points of 3000-level core unit

(v) Students with a WAM of 70 or above can choose to complete the Honours track, which requires 48 credit points of 4000-level core units of study

(vi) All other students must complete 24-30 credit points of 4000-level core units of study.

*Students who exit the Media and Communications program after 144 credit points will be awarded a BA (Media Studies).*

### Media Studies major

This major is only available to students in the Media and Communications program and the combined Bachelor of Arts/Bachelor of Law degree.

A major in Media Studies requires 48 credit points from this table including:

(i) 12 credit points of 1000-level core units

(ii) 42-18 credit points of 2000-level core units
(i) 6 credit points of 2000-level selective units

(ii) 12 credit points of 3000-level major core units

(iii) 6 credit points of 3000-level Interdisciplinary Project units

### 1000 level units of study

#### Major core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO1001</td>
<td>Introduction to Media Studies</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECO1002</td>
<td>Digital Media and Communications Landscapes</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

#### Program Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO1003</td>
<td>Principles of Media Writing</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECO1004</td>
<td>Introduction to Media Production</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

#### 2000 level units of study

#### Major core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO2601</td>
<td>Media Production: Audio Design and Podcasting</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td><em>P 12 credit points at 1000 level in Media Studies</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Available to BA (Media and Comm), BA/BA Advanced (Media and Comm), BA (Media and Comm/BLaws) students only</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECO2602</td>
<td>Media Production: Video</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td><em>P 12 credit points at 1000 level in Media Studies</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO26XX</td>
<td>Digital Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credit Points</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>ARIN2620</td>
<td>Everyday Digital Media</td>
<td>6</td>
<td>12 credit points at 1000 level in Digital Cultures or 12 credit points at 1000 level in Media Studies or 18 credit points at 1000-level in any of Anthropology, Art History, Computer Science, Design Computing, English, Gender Studies, Cultural Studies, History, Information Systems, Information Technology, Linguistics, Philosophy, Psychology or Sociology. N ARIN2200.</td>
</tr>
<tr>
<td>ARIN2640</td>
<td>Internet Transformations</td>
<td>6</td>
<td>12 credit points at 1000 level in Digital Cultures or 12 credit points at 1000 level in Media Studies or 18 credit points at 1000-level in any of Anthropology, Art History, Computer Science, Design Computing, English, Gender Studies, Cultural Studies, History, Information Systems, Information Technology, Linguistics, Philosophy, Psychology or Sociology. N ARIN2200.</td>
</tr>
<tr>
<td>MECO2603</td>
<td>Public Relations</td>
<td>6</td>
<td>18 credit points at 1000 level in Media and Communications N MECO2003</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Available to BA (Media and Comm), BA (Media and Comm/BLaws) students only</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3000 level units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO3603</td>
<td>Media, Law and Ethics</td>
<td>6</td>
<td>18 credit points at 2000 level in Media Studies or 6 Senior credit points in Media and Communications N MECO3003</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Available to BA (Media and Comm), BA (Media and Comm/BLaws) students only</td>
<td></td>
</tr>
<tr>
<td>MECO3605</td>
<td>Issues in Global and Digital Media</td>
<td>6</td>
<td>18 credit points at 2000 level in Media Studies or 6 Senior credit points in Media and Communications N MECO3005</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Available to BA (Media and Comm), BA (Media and Comm/BLaws) students only</td>
<td></td>
</tr>
</tbody>
</table>
### Interdisciplinary project unit of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
<th>Description</th>
<th>Available Intensives</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO3998 Industry and Community Project</td>
<td>6</td>
<td>P Interdisciplinary Impact in any major</td>
<td>Intensive December, Intensive February, Intensive January, Intensive July</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>MECO3999 Interdisciplinary Impact</td>
<td>6</td>
<td>P 18 credit points at 2000 level in Media Studies N Interdisciplinary Impact in another major</td>
<td>Semester 1, Semester 2</td>
<td></td>
</tr>
</tbody>
</table>

### Program core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
<th>Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO3606 Media Production: Advanced Media Writing</td>
<td>6</td>
<td>P 6 Senior credit points in Media and Communications N MECO3006</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECO4115 MECO Internship</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECO4xxx Research Practices</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECO4xxx Critical Practices</td>
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<td></td>
</tr>
<tr>
<td>MECO4xxx Community Media Project</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Honours

Honours in Media and Communications requires 48 credit points from this table including:

1. (i) 12 credit points of Honours seminar units
2. (iii) 36 credit points of Honours thesis units

### Honours seminar units of study
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO4113</td>
<td>Theoretical Traditions and Innovations</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECO4114</td>
<td>Research Methods</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### Honours thesis units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO4111</td>
<td>Media and Communications Honours Thesis 1</td>
<td>12</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>MECO4112</td>
<td>Media and Communications Honours Thesis 2</td>
<td>24</td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

### Units available for existing Media and Communications students only

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECO3602</td>
<td>Online Media</td>
<td>6</td>
<td>P 18 credit points at 2000 level in Media Studies or MECO2601 and MECO3606. N MECO3002. Available to BA (Media and Comm), BA (Media and Comm/BLaws) students only.</td>
</tr>
<tr>
<td>MECO3609</td>
<td>Critical Practice in Media</td>
<td>6</td>
<td>P 36 Senior credit points from Media and Communications</td>
</tr>
<tr>
<td>MECO3671</td>
<td>Media and Communications Internship</td>
<td>6</td>
<td>P 30 Senior credit points in Media and Communications including MECO3603 N MECO3701 or MECO3702 Available to BA (Media and Comm), BA (Media and Comm/BLaws) students only. Students may not enrol in MECO3671 prior to the second semester of their 3rd year.</td>
</tr>
<tr>
<td>MECO3673</td>
<td>Research Practices</td>
<td>6</td>
<td>P 18 Senior credit points in Media and Communications</td>
</tr>
</tbody>
</table>


Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences

Contact person: Professor Dirk Moses

1. **Name of award course**
   Bachelor of Arts / Bachelor of Advanced Studies (International and Global Studies)

2. **Purpose of proposal**
   To provide a discrete International and Global Studies Honours offering at 4000 level, building on the expansion in 2018 of the International and Global Studies major.

3. **Details of amendment**
   An Honours pathway will be introduced to the Table for the International and Global Studies stream – see the attached proposal and Table.

4. **Transitional arrangements**
   n/a

5. **Other relevant information**

6. **Signature of Dean**
Use this template to submit a proposal to create a new course component such as an undergraduate major or minor, or a postgraduate specialisation. The proposal will be reviewed by the Faculty UG or PG Coursework committee before proceeding to Faculty and Academic Board.

**Title of course component**

International and Global Studies (Honours)

<table>
<thead>
<tr>
<th>Component type(s)</th>
<th>Honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate: program/major/minor</td>
<td>Bachelor of Arts/Bachelor of Advanced Studies (International and Global Studies)</td>
</tr>
<tr>
<td>Postgraduate: specialisation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course inclusions</th>
</tr>
</thead>
</table>
| List all courses/degrees this component would be included in.  
eg Bachelor of Arts, Master of International Relations |

<table>
<thead>
<tr>
<th>Anticipated enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dirk Moses</td>
</tr>
</tbody>
</table>

**Background and Curriculum Rationale**

Please provide a short briefing on the proposed component, its field of study and broader context. E.g. How does the proposed component fit into existing courses, what are its academic and disciplinary aims, is there a specific approach to teaching and assessment? Has stakeholder consultation been undertaken e.g., prospective/current students, other departments, external partners?

The pre-2018 Bachelor of International and Global Studies degree only required four core INGS units, and Honours was only available through one of the core majors (i.e. Anthropology, American Studies, Arabic Language and Cultures, Asian Studies, European Studies, Government and International Relations, History, International Business, Political Economy and Sociology).

In 2018, the International and Global Studies units were expanded into a full major, which offers an opportunity for a discrete INGS Honours offering. Given that international and global studies is a field of research and teaching, with specialized journals, monographs, and degrees / streams like ours (and at postgraduate level at other universities), it is of strategic benefit for the Faculty to offer motivated and qualified students the option for Honours. The interdisciplinary nature of the field, which reflects FASS priorities, allows students to complete a major piece of research and writing in this mode and to be assessed accordingly.

**Requirements for completion**

What are the requirements for the major/minor/specialisation including total credit points, and any requirements for core/selective units at different unit levels. The current handbook shows examples.

INGS Honours will require 48 credit points, consisting of 6CP of advanced coursework shared with the non-Honours pathway of the BAdvStudies, 6CP of an INGS Honours seminar, and 36CP Honours thesis.
**Impact on current curriculum**

List any new units of study required for the creation of the component, describe any overlap with existing courses or course components, any competing components in other courses/faculties, and any areas of potential cooperation or integration (e.g. from a major to a Master’s degree).

INGS Honours will share 6CP of advanced coursework with the non-Honours pathway of the BAdvStudies.

The following units will need to be created:
- 6CP of INGS Honours seminar
- 36CP of INGS Honours thesis

**Evidence of demand and enrolment estimates**

Provide evidence/rationale for the anticipated enrolment numbers. If new units are required, is this anticipated to be new load or existing from other courses/components?

The INGS degree in its current and previous iterations has attracted high-achieving students who could be attracted to the Honours option.

The BA/BAS (INGS) stream attracted 140 enrolments in 2018. In 2017, 20 students from the BIGS degree were enrolled in Honours in core major disciplines.

The new units will likely attract load from the non-Honours pathway of the BAdvStudies and potentially other Honours disciplines. International and Global Studies is an internationally recognized field of study and research with vibrant PhD programs in many universities. A University of Sydney Honours program in INGS is an ideal preparation for our students to pursue higher degrees in the field as well as for higher-level employment opportunities.

**Description for external audiences**

Please provide a description that will be suitable for external audiences in the handbook, Sydney Courses and recruitment material, up to 250 words.

The International and Global Studies Honours program provides a capstone year of study for students with research ambitions in International and Global Studies. It is an intensive program of advanced coursework and individual research focused on your research project. An Honours year prepares you to undertake a research higher degree or enter the workforce with higher-level skills, and is thus the first step to careers as professional researchers and academics. In addition to a fourth-year unit taken by all INGS students, you enroll in one specialist Honours seminar plus write a 18,000–20,000-word thesis on a topic of your choice. The thesis is a substantial piece of writing that allows you to engage in independent research under the supervision of a FASS staff member, who provides feedback and guidance. The thesis refines your research, analytical and writing skills; it extends your intellectual range, and develops personal and professional attributes needed to complete a major project. These skills and attributes in research, analysis, argumentation and writing will benefit you in your career path. The Honours seminar will prepare you in research methods and thesis writing.
## Appendix 2: Unit of study table

**International and Global Studies**

- A major in Global Studies requires 48 credit points from this table including:
  - (i) 12 credit points of 1000-level units
  - (ii) 18 credit points of 2000-level units
  - (iii) 12 credit points of 3000-level units
  - (iv) 6 credit points of 3000-level Interdisciplinary Project units

### 1000-level units of study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INGS1003</td>
<td>International and Global Studies</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>INGS1004</td>
<td>The Making of the Global Order</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

### 2000-level units of study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INGS2601</td>
<td>Transnational Actors and Networks</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>INGS2602</td>
<td>The End of Empire and New States</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>INGS2603</td>
<td>Dynamics of the Global Economy</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

### 3000-level units of study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INGS3602</td>
<td>Social Movements in the Global South</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>INGS3603</td>
<td>Conflict and Its Consequences</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>
### Interdisciplinary project unit of study

- **INGS3999 Interdisciplinary Impact**
  - 6 credit points
  - P 18 credit points at 2000 level
  - Semester 1
  - Semester 2

### Honours

Honours in International and Global Studies requires 48 credit points from this table including:

(i) 6 credit points of 4000-level advanced coursework units
(ii) 6 credit points of 4000-level Honours Seminar units
(iii) 36 credit points of 4000-level Honour Thesis units

### Advanced Coursework units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INGS4001 Global Mobilities</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>INGS4002 Identity, Politics, Globalisation</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Honours seminar units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INGS4xxx Honours Seminar</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### Honours thesis units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INGS4xxx Honours Thesis A</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>INGS4xxx Honours Thesis B</td>
<td>12</td>
<td>Semester 1</td>
</tr>
<tr>
<td>INGS4xxx Honours Thesis C</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>INGS4xxx Honours Thesis D</td>
<td>12</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
**International and Global Studies**

**International and Global Studies stream**

The International and Global Studies stream consists of:

(i) 72 credit point program in International and Global Studies

(ii) 36 credit points of a minor in one of the following: Arabic Language and Cultures, Chinese Studies, French and Francophone Studies, Germanic Studies, Hebew (Modern), Insonesian Studies, Italian Studies, Japanese Studies, Korean Studies, Greek (Modern), or Spanish and Latin American Studies.

(iii) A minimum of 12 credit points of study abroad or exchange

*Students that exit the International and Global Studies stream after 144 credit points will be awarded with a BA (Global Studies) after meeting the BA degree requirements.*

**International and Global Studies program**

This program is only available to students enrolled in the International and Global Studies stream.

The program in International and Global Studies requires 72 credit points from this table including:

(i) 48 credit points of major in Global Studies

(ii) 12 credit points of 4000-level core units

(iii) 12 credit points of 4000-level selective unit

**Global Studies major**

This major is only available to students in the International and Global Studies stream and the combined Bachelor of Arts/Bachelor of Law degree.

A major in Global Studies requires 48 credit points from this table including:

(i) 12 credit points of 1000-level units

(ii) 18 credit points of 2000-level units

(iii) 12 credit points of 3000-level selective units
(iv) 6 credit points of 3000-level Interdisciplinary Project units

### 1000-level units of study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INGS1003</td>
<td>International and Global Studies</td>
<td>6</td>
<td>Semester 1</td>
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<tr>
<td>INGS1004</td>
<td>The Making of the Global Order</td>
<td>6</td>
<td>Semester 2</td>
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</table>

### 2000-level units of study

<table>
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<tr>
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<th>Credit Points</th>
<th>Semester</th>
</tr>
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<tr>
<td>INGS2601</td>
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<td>6</td>
<td>Semester 2</td>
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<tr>
<td>INGS2603</td>
<td>Dynamics of the Global Economy</td>
<td>6</td>
<td>Semester 2</td>
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</table>

### 3000-level units of study

<table>
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<tr>
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<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INGS3602</td>
<td>Social Movements in the Global South</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>INGS3603</td>
<td>Conflict and Its Consequences</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Interdisciplinary project unit of study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INGS3998</td>
<td>Industry and Community Project</td>
<td>6</td>
<td>Intensive December</td>
</tr>
<tr>
<td>INGS3999</td>
<td>Interdisciplinary Impact</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**Honours**
Honours in International and Global Studies requires 48 credit points from this table including:

(i) 6 credit points of 4000 level advanced coursework units

(ii) 6 credit points of 4000 level Honours seminar units

(iii) 36 credit points of Honours thesis units

<table>
<thead>
<tr>
<th>Advanced coursework units</th>
<th></th>
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<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>INGS4001 Global Mobilities</td>
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<td></td>
<td>Semester 2</td>
</tr>
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<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Honours seminar units</th>
<th></th>
<th></th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

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<tbody>
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</tr>
<tr>
<td>INGS4xxx Honours Thesis C</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>INGS4XXX Honours Thesis D</td>
<td>12</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Minor Course Amendment Proposal

Faculty: Arts and Social Sciences, School of Education and Social Work

Contact person: Susan Goodwin

1. **Name of award course**
   Bachelor of Arts/Bachelor of Social Work

2. **Purpose of proposal**
   To amend the Course Resolutions for the Bachelor of Arts/Bachelor of Social Work to direct students to undertake 2 new compulsory units in the first year of the degree to meet new requirements for accreditation by the Australian Association of Social Workers (AASW).

   The core compulsory units for social work students are also being introduced to improve the student experience by providing earlier opportunities to engage in social work studies, and interact with other social work students.

3. **Details of amendment**
   *Bachelor of Arts/Bachelor of Social Work*
   To qualify for the award of the Bachelor of Arts and Bachelor of Social Work, candidates must complete 240 credit points comprising:
   (a) A major (48 credit points) from Table A as set out in Section 7 below;
   (c) A minor (36 credit points) from Table A or Table S;
   (b) A minor (36 credit points) in Sociology or Social Policy or, where a major in Sociology has been completed, a minor or major from Table S;
   (c) 12 credit points of units from the Open Learning Environment as set out in Table O;
   (d) As appropriate, Electives from Table A or Table S;
   (e) 12 credit points at 1000-level units in Sociology as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work;
   (f) 6 credit points at 2000-level in Sociology as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work;
   (g) 6 credit points in Social Policy as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work;
   (e) 12 credit points at 1000-level in Social Work core units of study as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work
   (f) 6 credit points from 2000-level Sociology or Social Policy core as specified in the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work
   (g) 18 credit points at 2000-level in Social Work core units of study as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work;
   (h) 96 credit points of core social work units of study prescribed for the Fourth and Fifth Years in Table A for the Bachelor of Arts/Bachelor of Social Work.
4. **Transitional arrangements**

   (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, 2028 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**
Bachelor of Arts and Bachelor of Social Work

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>BPARTSWK-04</td>
<td>Bachelor of Arts and Bachelor of Social Work</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for the Bachelor of Arts component of this combined degree is full time or part time according to candidate choice. The attendance pattern for the Bachelor of Social Work component undertaken in years four and five of this combined degree is full time only.

3. Streams

(1) The combined degree program is available in the following streams:

   (a) Dalyell.

4. Faculty management

(1) Candidates in this combined degree program will be under the general supervision of the Faculty of Arts and Social Sciences.

(2) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the Bachelor of Arts /Bachelor of Social Work combined degree not otherwise dealt with in these resolutions. Where the matter involves components administered by another faculty the Dean may consult at his or her discretion.

5. Admission to candidature

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

6. Requirements for award

(1) The units of study that may be taken for the Bachelor of Arts and Bachelor of Social Work in the combined program are set out in;

   (a) Table A for the Bachelor of Arts/Bachelor of Advanced Studies;
   (b) Table S from the Shared Pool for Undergraduate Degrees; and
   (c) Table O for the Shared Pool for Undergraduate Degrees;
   (d) Table A for the Bachelor of Social Work.

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

To qualify for the award of the Bachelor of Arts and Bachelor of Social Work, candidates must complete 240 credit points comprising:

   (a) A major (48 credit points) from Table as set out in Section 7 below;
   (b) A minor (36 credit points) in Sociology or Social Policy or, where a major in Sociology has been completed, a minor or major from Table S;
   (c) 12 credit points of units from the Open Learning Environment as set out in Table O;
   (d) 6 credit points of (as appropriate) elective units from Table A or Table S;
   (e) 12 credit points at 1000-level units in Sociology as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work;
   (f) 6 credit points at 2000-level units in Sociology as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work;
   (g) 6 credit points in Social Policy as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work.
(e) 12 credit points at 1000 level in Social Work core units of study as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work;
(f) 6 credit points of 2000 level Sociology or Social Policy core units as specified in the enrolment table of units for the Bachelor of Arts and Social Work;
(g) 18 credit points at 2000-level in Social Work core units of study as specified in Table A for the Bachelor of Social Work and the enrolment table of units for the Bachelor of Arts and Bachelor of Social Work;
(h) 96 credit points of core social work units of study prescribed for the Fourth and Fifth Years in Table A for the Bachelor of Arts/Bachelor of Social Work.

7. Majors and Minors
(1) Completion of a major from Table A for the Bachelor of Arts is a requirement for this combined degree.
(2) Candidates have the option of completing a program with an embedded major from Table A for the Bachelor of Arts of up to 72 credit points.
(3) Completion of a minor from Table S is a requirement for the combined degree.
(4) The majors available for the Bachelor of Arts and Bachelor of Social Work are as specified in the degree resolutions for the Bachelor of Art, Bachelor of Arts/Bachelor of Advanced Studies
(5) The minors available for the Bachelor of Arts and Bachelor of Social Work as specified in Table S

8. Progression rules
(1) Progression within a major, program or minor:
   (a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass all 1000-level units of study within a major (except a language major), program or minor, before proceeding to 2000-level units concurrently with the 2000-level units. Except with the permission of the relevant program, major or minor coordinator, candidates must pass all 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.
   (b) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before proceeding to the next higher level or else undertake those lower level units concurrently with the next higher level.

9 Requirements for the Honours degree
(1) Honours is available to meritorious candidates in the Bachelor of Social Work and an area of study in the Bachelor of Arts.
(2) Honours in an area of study in the Bachelor of Arts is available to meritorious students by enrolling in the Bachelor of Advanced Studies.
(3) With the permission of the Faculty of Arts and Social Sciences a candidate may suspend enrolment in the Bachelor of Arts and Bachelor of Social Work after completing 144 credit points and the requirements specified in clause 6 (2) (a) – (h) and complete an embedded honours component in the Bachelor of Advanced Studies and then return to the Bachelor of Arts and Bachelor of Social Work to complete the combined degree.
(4) For candidates completing the Bachelor of Arts and Bachelor of Social Work 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, if not met while completing requirements specified in clause 6 (2) (a) – (h), be deemed to have been met by completion of the 96 credit points of units of study from Table A for the Bachelor of Social Work specified in clause 6 (2) (i).
(5) Admission and award requirements for honours in the Bachelor of Social Work are set out in these resolutions and the Resolutions of the Bachelor of Social Work. Admission and award requirements for honours in the Bachelor of Arts are listed in the Resolutions of the Bachelor of Arts/Bachelor of Advanced Studies.
(6) Honours in the Bachelor of Social Work is available as an embedded component to meritorious students who complete an alternative set of units of study in semester two of fourth year and semester two of fifth year in the combined program.

10. Award of the degrees
(1) The Bachelor of Social Work is awarded in two grades: Pass or Honours.
(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 the Bachelor of Advanced Studies.
(3) Candidates who attempt the Bachelor of Arts 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 honours degree in the Bachelor of Social Work is awarded in classes ranging from First Class to Second Class according to the rules specified in the Resolutions of the Faculty of Arts and Social Sciences.

11. Course transfer
(1) Candidates may abandon the combined degree program and elect to transfer to the Bachelor of Arts or the Bachelor of Social Work degree, by written application to the faculty, and complete the requirements in accordance with the Resolutions governing that degree at the time of transfer. Candidature for the abandoned degree in the future would require a new application for admission to candidature for that course.
A candidate who has suspended enrolment in the combined degree to enrol in the Bachelor of Advanced Studies to complete an embedded honours component may abandon the Bachelor of Advanced Studies and return to the combined Bachelor of Arts and Bachelor of Social Work.

12. 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 proceed under these resolutions should note that the University does not undertake to offer 4000 level units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year.

(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 4000 level units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined 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 complete the degree before 1 January, 2020, the student will be offered the opportunity to complete the Bachelor of Arts 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 Arts and Social Sciences

Contact person: Stephen Whelan

1. Name of award course
   Bachelor of Economics
   Bachelor of Economics and Bachelor of Advanced Studies

2. Purpose of proposal
   To amend the title of a Table A major for the Bachelor of Economics, and the Bachelor of Economics / Bachelor of Advanced Studies to better reflect the current content of the major. The major “agricultural and resource economics” would be re-titled “environmental, agricultural and resource economics”. This will also assist in driving increased student interest in and demand for the major / minor, both within the Bachelor of Economics cohort and across the wider student body who are able to undertake the major as a Table S option.

3. Details of amendment
   Bachelor of Economics and Bachelor of Economics/Bachelor of Advanced Studies
   Clause 7
   (4) The programs, majors and minors available in Table A for the Bachelor of Economics and Bachelor of Economics / Bachelor of Advanced Studies are:
   (a) Economics
   (b) Econometrics
   (c) Environmental, Agricultural and Resource Economics
   (d) Financial Economics
   NB: the list of majors is then re-ordered alphabetically from its current format.

4. Transitional arrangements
   There will be no impact on currently enrolled students.

5. Other relevant information

6. Signature of Dean
Bachelor of Economics

Bachelor of Economics/Bachelor of 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 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>BPECONOM-05</td>
<td>Bachelor of Economics</td>
</tr>
<tr>
<td>BPECNAV-01</td>
<td>Bachelor of Economics / Bachelor of Advanced Studies</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Streams

(1) The Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies are available in the following streams:
   (a) Dalyell

(2) Completion of a stream is not a requirement of the Bachelor of Economics or the Bachelor of Economics/Bachelor of Advanced Studies. The requirements for the completion of the Dalyell Stream are as specified in Table S of the Shared Pool for Undergraduate Degrees.

4 Cross-faculty management

(1) Candidates in the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies will be under the supervision of the Faculty of Arts and Social Sciences throughout.

(2) Candidates undertaking honours in the Bachelor of Economics/Bachelor of Advanced Studies will be under the supervision of the Faculty of Arts and Social Sciences. Admission, requirements, award of the honours mark, and award of the grade of honours for an honours component undertaken by a candidate will be under the supervision of the faculty offering and supervising the embedded honours component. The faculty offering and supervising the embedded component will direct the Faculty of Arts and Social Sciences on all matters relating to admission, requirements, award of the honours mark and award of the honours grade.

(3) The Dean of the Faculty of Arts and Social Sciences shall exercise authority in any matter concerned with the Bachelor of Economics/Bachelor of Advanced Studies and the Bachelor of Economics/Bachelor Advanced Studies with Honours combined degrees not otherwise dealt with in these resolutions.

5 Admission to candidature

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

(2) Admission to the Dalyell Stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent.

6 Requirements for award
The units of study that may be taken for the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies are set out in:

(a) Table A for the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies;
(b) Table S of the Shared Pool for Undergraduate Degrees; and
(c) Table O of the Shared Pool for Undergraduate Degrees.

d) Specified units relating to available majors and minors as specified in Section 7 below and in Table S.

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

Bachelor of Economics:

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

(a) A minimum of 84 credit points from Table A for the Bachelor of Economics or Table S units from the Business School, including a program in Economics (72 credit points) as defined in Table A and Section 7 below;
(b) A minor (36 credit points) or second major (48 credit points) other than Economic Policy as defined in Section 7 below and as listed and specified in Table A for the Bachelor of Economics or Table S;
(c) 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
(d) Where appropriate, elective units from Table A for the Bachelor of Economics or Table S of the Shared Pool for Undergraduate Degrees.

Bachelor of Economics/Bachelor of Advanced Studies:

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

(a) A minimum of 84 credit points from Table A for the Bachelor of Economics or Table S units from the Business School, including a program in Economics (72 credit points) as defined in Table A for the Bachelor of Economics and Section 7 below;
(b) A second major (48 credit points) other than Economic Policy as defined in Section 7 below and specified in Table A for the Bachelor of Economics or Table S;
(c) 12 credit points of units of study in the Open Learning Environment as listed in Table O;
(d) A minimum of 24 credit points from Table A for the Bachelor of Economics or Table S at 4000 level, including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points; and
(e) Where appropriate, elective units from Table A for the Bachelor of Economics or Table S.

7 Programs, majors and minors

(1) Bachelor of Economics:

Completion of a program in Economics as specified in Section 7 and Table A for the Bachelor of Economics and a minor or second major from Table A for the Bachelor of Economics or Table S is a requirement of the Bachelor of Economics. Requirements for completion of programs, majors and minors are as set out in Table A of the relevant degree and Table S.

(2) Bachelor of Economics/Bachelor of Advanced Studies:

Completion of a program in Economics as specified in Table A for the Bachelor of Economics and a program or second major from Table A for the Bachelor of Economics or Table S is a requirement of the Bachelor of Economics/Bachelor of Advanced Studies. Requirements for completion of programs, majors and minors are as set out in Table A for the relevant degree and Table S.

(3) Requirements for programs, majors and minors

(a) A program, major and minor are as defined in the Learning and Teaching Policy.
(b) The requirements for completion of programs, majors and minors are as set out in Table A for the Bachelor of Economics and Table S.

(4) The programs, majors and minors available in Table A for the Bachelor of Economics and Bachelor of Economics/Bachelor of Advanced Studies are:

- (d) Agricultural and Resource Economics
  - (a) Economics
  - (b) Econometrics
  - (c) Environmental, Agricultural and Resource Economics
  - (d) Financial Economics

(5) The majors available as second majors and the minors available in the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies are:

(a) the majors listed in 7 (4) above;
(b) the majors and minors other than Economic Policy listed in Table S.

8 Progression rules

(1) Progression within a major, minor or program:

(a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 1000-level units of study within a program, major (except a language major) or minor, before proceeding to 2000-level units within that program, major or minor, or else undertake those 1000-level units concurrently with the 2000-level units.

(b) Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a program, major (except a language major) or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.
(c) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.

(2) Progression within the Bachelor of Economics/Bachelor of Advanced Studies:
Except with the permission of the Associate Dean Undergraduate, candidates who are not in the Dalyell Stream must complete 144 credit points, including a program in Economics, a minor or second major and 12 credit points from the Open Learning Environment before progressing to 4000-level units, including 4000-level project units.

(3) Progression within the Dalyell Stream:
(a) With the permission of the Dalyell coordinator, candidates in the Dalyell stream may attempt units at higher levels than the usual sequence 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 or over each 48 credit-point block to continue in the Dalyell Stream.
(c) Candidates who do not maintain an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies to continue in the Bachelor of Economics but will not remain in the Dalyell Stream.

9 Requirements for the Bachelor of Economics/Bachelor of Advanced Studies with honours

(1) An embedded honours component, involving a research project, is available to merititious students in the Bachelor of Economics/Bachelor of Advanced Studies who complete an alternative set of units of study in the final year. Candidates undertaking an honours component within the Faculty of Arts and Social Sciences must complete the requirements for the honours course full-time over two consecutive semesters. If the Faculty 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. For candidates undertaking an honours component with the Faculty of Arts and Social Sciences, admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of Arts and Social Sciences.

(2) Admission to the embedded honours component is by permission of the relevant honours coordinator or head of department after the completion of the Bachelor of Economics in accordance with section 6(1) of these resolutions. Admission requires a major or study of equivalent depth with an AAM of at least 70 in the area of the proposed honours component, together with the completion of a second major in accordance with these resolutions. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.

(3) To qualify for the award of the Bachelor of Economics/Bachelor of Advanced Studies with honours in economics a candidate must complete:
(a) the requirements for the pass degree, including a program in Economics with an embedded major from Economics Table A and a second major;
(b) 48 credit points of honours units in Economics at 4000 level comprising five coursework seminars and a thesis.

(4) The grade of honours will be determined by an honours mark calculated from work in the embedded honours component. Award requirements for honours in the Bachelor of Economics are listed in the Resolutions of the Faculty of Arts and Social Sciences.

10 Award of the Bachelor of Economics, Bachelor of Economics/Bachelor of Advanced Studies and Bachelor of Economics/Bachelor of Advanced Studies with honours

(1) Candidates for the Bachelor of Economics/Bachelor of Advanced Studies combined degree who have completed requirements for the Bachelor of Economics who do not meet requirements for the combined degree will be awarded the Bachelor of Economics.

(2) Honours in the Bachelor of Economics/Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the Resolutions of the Faculty of Arts and Social Sciences or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 ≥ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>75 ≥ honours mark &lt; 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 Economics/Bachelor of Advanced Studies with honours who do not meet the requirements for the honours degree, but who otherwise meet requirements for the Bachelor of
11 Cross-institutional study

Cross-institutional study is available in this course under conditions specified in the Resolutions of the Business School.

12 International exchange

The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Arts and Social Sciences.

13 Course transfer

A candidate may transfer from the Bachelor of Economics and elect to complete the Bachelor of Economics/Bachelor of Advanced Studies in accordance with these resolutions and receive full credit for work completed in the Bachelor of Economics. A candidate may abandon the Bachelor of Economics/Bachelor of Advanced Studies combined degree and elect to complete the Bachelor of Economics in accordance with these resolutions. Completion of the Bachelor of Economics/Bachelor of Advanced Studies in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

14 Credit for previous study

Credit transfer is subject to the provisions of the Coursework Policy and the Resolutions of the Faculty of Arts and Social Sciences or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

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 proceed under these resolutions should note that the University does not undertake to offer 4000-level units and projects in the Bachelor of Economics/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year.

(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 4000-level units and projects in the Bachelor of Economics/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. Where a student in the Bachelor of Economics 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 Economics 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.
# Environmental, Agricultural and Resource Economics

<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>

## Environmental, Agricultural and Resource Economics

### Major

A major in Environmental, Agricultural and Resource Economics requires 48 credit points from this table including:

(i) 12 credit points of 1000-level units

(ii) 12 credit points of 2000-level units

(iii) 12 credit points of 3000-level core units

(iv) 6 credit points of 3000-level selective units

(v) 6 credit points of 3000-level Interdisciplinary Project unit

### Minor

A minor in Environmental, Agricultural and Resource Economics requires 36 credit points from this table including:

(i) 12 credit points of 1000-level units

(ii) 12 credit points of 2000-level units

(iii) 12 credit points of 3000-level core units

### 1000 level units of study
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON1001</td>
<td>Introductory Microeconomics</td>
<td>6</td>
<td>N BUSS1040</td>
<td></td>
</tr>
<tr>
<td>ECON1002</td>
<td>Introductory Macroeconomics</td>
<td>6</td>
<td></td>
<td>Intensive June</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Summer Main</td>
</tr>
<tr>
<td></td>
<td>2000 level units of study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AREC2005 Concepts in Agriculture and Resource Economics (from 2019)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECOS2001</td>
<td>Intermediate Microeconomics</td>
<td>6</td>
<td>P ECON1001 or BUSS1040</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C ECMT1010 or BUSS1020 or MATH1905 or MATH1005 or MATH1015</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N ECON2001 or ECON2901 or ECOS2901</td>
<td>Summer Main</td>
</tr>
<tr>
<td></td>
<td>Certain combinations of Maths/Stats may substitute for Econometrics. Consult the School of Economics Undergraduate Coordinator.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ECOS2901
**Intermediate Microeconomics Honours**

<table>
<thead>
<tr>
<th>Code</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECOS2901</td>
<td>6</td>
<td>P (ECON1001 or BUSS1040) and ECON1002 with a Credit average or better in the two units of study combined C (ECOS2903 or MATH2070) and (ECMT1010 or BUSS1020 or MATH1905 or MATH1005 or MATH1015) N ECON2001 or ECON2901 or ECOS2001</td>
<td>1</td>
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</table>

*Note: Department permission required for enrolment*

### 3000 level units of study

#### Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AREC3002</td>
<td>6</td>
<td>P AREC2001 or AGEC2103 or ECOS2001 or ECOS2901</td>
<td>2</td>
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<tr>
<td>ECOS3013</td>
<td>6</td>
<td>P AREC2003 or RSEC2031 or ECOS2001 or ECOS2901</td>
<td>2</td>
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</tbody>
</table>

#### Selective

<table>
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<tr>
<th>Code</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Semester</th>
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<tr>
<td>AREC3001</td>
<td>6</td>
<td>P AREC2001 or AGEC2103 or ECOS2001 or ECOS2901</td>
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<tr>
<td>AREC3003</td>
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<td>P AREC2003 or RSEC2031 or ECOS2001 or ECOS2901</td>
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<tr>
<td>AREC3004</td>
<td>6</td>
<td>P AREC2003 or RSEC2031 or ECOS2001 or ECOS2901</td>
<td>2</td>
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</tbody>
</table>

**AREC3004 Economics of Water and Bio-Resources**

*This unit of study is not available in 2018*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AREC3005</td>
<td>Agricultural Finance</td>
<td>6</td>
<td>P AREC2001 or AGEC2103 or AREC2002 or AGEC2101 or ECOS2001 or ECOS2901</td>
<td>1</td>
</tr>
<tr>
<td>ECOS3002</td>
<td>Development Economics</td>
<td>6</td>
<td>P ECOS2001 or ECOS2901 or ECOS2002 or ECOS2902</td>
<td>2</td>
</tr>
<tr>
<td>ECOS3005</td>
<td>Industrial Organisation</td>
<td>6</td>
<td>P ECOS2001 or ECOS2901&lt;br&gt;N ECOS2201</td>
<td>2</td>
</tr>
<tr>
<td>ECOS3006</td>
<td>International Trade</td>
<td>6</td>
<td>P ECOS2001 or ECOS2901</td>
<td>1</td>
</tr>
</tbody>
</table>
Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music

Contact person: Adrienne Sach

1. Name of award course

Bachelor of Music

2. Purpose of proposal

To provide an additional minor to the Bachelor of Music degree in Community Music. The Community Music minor is intended to fill a gap in SCM offerings for the students who will go on to careers focused on, or including involvement, in community music practice. It is intended to provide relevant practical skills including pedagogy, training in conducting, business skills and industry and community engagement, together with a broad view of the role of music and the arts in Australian society and culture.

3. Details of amendment

A minor requires the completion of 36 credit points as set out by the Learning and Teaching policy according to one of the following patterns of 6 credit point units: 2 x 1000 level units, 2 x 2000 level units and 2 x 3000 level units; or 2 x 1000 level units, 3 x 2000 level units and 1 x 3000 level units. The proposed new Community Music minor will comply to the first pattern of six credit point units as indicated in the following table. All units listed in this table currently exist.

<table>
<thead>
<tr>
<th>Level</th>
<th>Cps</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>12</td>
<td>MCGY1031 Musical Worlds of Today or MUSC1604 Music, Health and Wellbeing, and One of the following unit patterns: a) GCST1604 Introduction to Diversity, or b) ENSE1041 Choir 1 and ENSE1042 Choir 2</td>
</tr>
<tr>
<td>2000</td>
<td>12</td>
<td>PERF2622 Professional Practice Internship 1. (Students should seek a placement with a community arts organisation) And one of the following: a) MUSC2645 Psychology of Music b) MUSC2691 Music and Politics c) MUSC2672 Australian Popular Music d) MUED 2301 Music Learning Through Community Service (3cp) plus MUED 4006 Popular Music Studies (3 cp)</td>
</tr>
<tr>
<td>3000</td>
<td>12</td>
<td>One of the following units of study: a) MUSC3631 Music in Public: Performance and Power b) MUSC3629 Music and Everyday Life c) PERF3640 Industry and Community Projects (Students should seek a project related to community practice) One of the following unit patterns: a) MUED3604 Ensemble Pedagogy b) PERF3000 Conducting 1 plus PERF3001 Conducting 2 c) PERF3603 Advanced Conducting</td>
</tr>
</tbody>
</table>

4. Transitional arrangements

N/A

5. Other relevant information

Minor Course Amendment Proposal

Version 01.10.2014
Please note that current unit of study MUED4006 listed in the 2000 level area will be re-coded from a 4000 level unit to a 2000 level unit by 2020.

6. **Signature of Dean**

[Signature]

Prof. Matthew Hindson AM
Acting Head of School and Dean, SCM
Minor Course Amendment Proposal

Faculty: Faculty of Health Sciences
Contact person: Dr Kieron Rooney / Ms Clare Higgins

1. Name of award course
   - Bachelor of Applied Science (Exercise Physiology)
   - Bachelor of Applied Science (Exercise Physiology) Honours

2. Purpose of proposal

The purpose of this proposal is to seek an amendment to the course resolution and unit of study tables for the Bachelor of Applied Science (Exercise Physiology) Pass and Honours, from 2020.

There are two drivers for this minor course amendment. First, is to maintain alignment of teaching and learning between the Bachelor of Applied Science (Exercise and Sport Science) degree and the Bachelor of Applied Science (Exercise Physiology). Both degrees must meet external accreditation requirements with the professional organisation Exercise and Sport Science Australia (ESSA). To attain accreditation as an Exercise Physiologist, graduates must first meet the ESSA requirements for an Exercise Scientist. As such, rather than duplicate teaching we have achieved significant economies of scale, and benefits to the student experience through sharing Exercise Science curriculum across both degrees.

The Bachelor of Applied Science (Exercise and Sport Science) is currently undergoing major amendments and the introduction of a new double degree the Bachelor of Applied Science (Exercise and Sport Science) / Bachelor of Advanced Studies (subject to approval of a separate proposal). The Discipline of Exercise and Sport Science has worked collaboratively in the design of the new Exercise and Sport Science curriculum, to consider the continuing alignment of curriculum across both degrees. The resulting amendments to the Bachelor of Applied Science (Exercise Physiology) are set out in the tables below.

Second, Exercise and Sport Science Australia have revised accreditation criteria to be met from 2019 onwards and as such to maintain professional accreditation and career opportunities for our graduates, minor changes are necessary to specific units of study.

A significant advantage of the revised degree structure is the availability of more elective choice for students to experience a broader and more satisfying learning experience. The current degree program allows only 2 elective units in the Bachelor of Applied Science (Exercise Physiology) and 0 elective units in the Bachelor of Applied Science (Exercise Physiology) Honours. However with the adoption of blended learning strategies and consolidated professional practice we can now offer as many as 6 elective units within the Bachelor of Applied Science (Exercise Physiology) and 4 elective units within the Bachelor of Applied Science (Exercise Physiology) Honours degree.

This increased flexibility allows us to deliver two amended degree programs that will not only maintain professional accreditation but will also ensure the space to achieve specific course level learning outcomes (Table 1) aligned with all 9 graduate qualities. This is most notably achieved in the Bachelor of Applied Science (Exercise Physiology) degree with the inclusion of a new unit of study Professional Reflections in Exercise Physiology in the final semester of the 4th year. In this unit students will be mentored through a reflective tasks focussed on collating evidence of achievement of graduate qualities and professional accreditation.
<table>
<thead>
<tr>
<th>Course Level Learning Outcome</th>
<th>Graduate Quality</th>
</tr>
</thead>
</table>
| 1. Extend knowledge and understanding of human structure, function, and behaviour to allow safe and effective engagement in physical activity and exercise to promote and maintain health in healthy and clinical populations. |  - Depth of disciplinary expertise  
  - Critical thinking and problem solving  
  - Communication (oral and written) |
| 2. Integrate knowledge from the basic, applied and social sciences to implement exercise and physical activity with an evidence-based practice approach. |  - Information / digital literacy  
  - Critical thinking and problem solving  
  - Depth of disciplinary expertise  
  - Communication (oral and written)  
  - Cultural competence |
| 3. Work collaboratively and effectively in interdisciplinary teams, demonstrating ethical, culturally sensitive and professional behaviour |  - Interdisciplinary effectiveness  
  - An integrated professional, ethical and personal identity  
  - Cultural competence |
| 4. Engage individuals from different backgrounds, life stages and health needs in physical activity projects and exercise programs using a variety of tools, media and strategies appropriate to that audience. |  - Influence  
  - Inventiveness  
  - Communication (oral and written)  
  - Information / digital literacy  
  - Cultural competence  
  - Depth of disciplinary expertise |
| 5. Design and deliver exercise programs for different clinical conditions using behaviour change strategies through synthesis of evidence, critical reflection and inventiveness |  - Depth of disciplinary expertise  
  - Inventiveness  
  - Critical thinking and problem solving  
  - Communication (oral and written) |
| 6. Demonstrate ethical and professional behaviour, understand the scope of practice of exercise physiologists and comply with the ESSA code of professional conduct and ethical practice. |  - An integrated professional, ethical and personal identity  
  - Cultural competence  
  - Depth of disciplinary expertise  
  - Critical thinking and problem solving |
3. Details of amendment

The proposed amendment to the Course Resolutions and table of units of study for the Bachelor of Applied Science (Exercise Physiology) are set out below. A brief overview of proposed new core and elective units of study is provided in Appendix 1.

BACHELOR OF APPLIED SCIENCE (EXERCISE PHYSIOLOGY) – BPASEXPH1000

Course rules

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>
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<td>BPASEXPH-01</td>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
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<tr>
<td>BPASEXPH1HON</td>
<td>Bachelor of Applied Science (Exercise Physiology) (Honours)</td>
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</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 Rule.

4 Requirements for award

(1) The units of study that may be taken for this course are set out in the Faculty of Health Sciences 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 30 credit points of elective units of study as required, chosen either 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, with the approval of the Associate Dean, from any undergraduate units offered by the Faculty of Health Sciences or by any other faculty in the University.
5 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an alternative set of units of study in the third and fourth years of the program. Admission to the honours program is by permission of the program coordinator after the completion of second year. Entry to the Honours program is based on academic performance in years 1 and 2 of the course. Admission requires a WAM of at least 65 in units of study completed to that point.

(2) To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative 18 credit point honours pathway described in the table of units for the degree. Candidates must maintain a credit average throughout the honours program.

(3) The final honours mark is determined 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 of Health Sciences Handbook, excluding Practicum and Clinical Placement units.

6 Award of the degree

(1) The Bachelor of Applied Science (Exercise Physiology) is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the pass degree.

7 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2016 and students who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2016 may 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 (EXERCISE PHYSIOLOGY) – BPASEXPH1000

Bachelor of Applied Science (Exercise Physiology)

<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>
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One elective [6cp]

**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

**Semester 2**

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<td>EXSS1029</td>
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One elective [6cp]

**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

**Year 2**

**Semester 1**

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Two electives [12cp]

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<td>EXSS2026</td>
<td>Growth, Development and Ageing</td>
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**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

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### Semester 1 TOTAL: 24 CREDIT POINTS

#### Semester 2

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One elective [6cp]

#### SEMESTER 2 TOTAL: 24 CREDIT POINTS

### Year 4

#### Semester 1

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Two Electives [12] (see elective list below)

#### SEMESTER 1 TOTAL: 24 CREDIT POINTS

#### Semester 2

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Choose 6 credit points from the Exercise Physiology Selective list

SEMMESTER 2 TOTAL: 24 CREDIT POINTS
# Bachelor of Applied Science (Exercise Physiology) Honours

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<th>Unit of study</th>
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<th>C: Corequisites</th>
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## Years 1 and 2

As per Pass course

### Year 3

#### Semester 1

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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**

#### Semester 2

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<td>C: Corequisites</td>
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<td>Intensive—February, Intensive—January, Intensive—June, Intensive—October, Semester 2b</td>
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<td>Students must have a current CPR certificate of competency and be verified in ClinConnect prior to undertaking clinical work.</td>
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<td>P: Prerequisites</td>
<td>C: Corequisites</td>
<td>N: Prohibition</td>
<td>Session</td>
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<td>EXSS4XXX Clinical Practice Unit A</td>
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SEMMESTER 2 TOTAL: 24 CREDIT POINTS
### Exercise Physiology electives

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<th>Credit points</th>
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<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td>HSBH3014 Workplace Injury Prevention/Management</td>
<td>6</td>
<td>P 48 credit points and (BIOS1168 and EXSS1018)</td>
<td>Semester 1</td>
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<tr>
<td>EXSS1XXX Fundamentals of Bioenergetics</td>
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<td>Semester 1</td>
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<td>EXSS1XXX Introduction to surface anthropometry and body composition</td>
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<tr>
<td>EXSS2XXX The body clock and athletic performance</td>
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<tr>
<td>EXSS2XXX Fundamentals of Strength &amp; Conditioning</td>
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<td>EXSS2XXX Exercise and Cancer</td>
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<td>EXSS2XXX Body Composition in Health and Disease</td>
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<td>EXSS2XXX Strength &amp; Conditioning for Elite Sports Performance</td>
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<td>EXSS2XXX High Performance Sport</td>
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<td>HSBH2008 Physical Activity and Population Health</td>
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<tr>
<td>HSBH3021 Environmental Stress and Physiological Strain</td>
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<tr>
<td>BIOS3065 Anatomical Analysis of Exercise</td>
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<td>P BIOS1168 and BIOS1169</td>
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<td>EXSS3040 Physiological Testing and Training</td>
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<td>EXSS3041 Management, Marketing and the Law</td>
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Notes

Availability of electives may vary from year to year. Subject to approval of relevant head of academic unit, elective units of study may be taken from within or outside the Faculty.
Exercise Physiology 4th Year Selectives

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tr>
<td>EXSS4XXX</td>
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<td>Semester 2*</td>
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<tr>
<td>Exercise Prescription in multimorbidity**</td>
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<td>EXSS4XXX</td>
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<td>Exercise In Mental Illness**</td>
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<tr>
<td>The Technology of Exercise**</td>
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*NB Block mode sessions to be finalised in the year prior to align with the Work Integrated Learning placement schedule

** Elective and selective units of study subject to final approval

4. Transitional arrangements

The proposed amendments will not be planned to impact students who are currently enrolled in the Bachelor of Applied Science (Exercise Physiology) following a standard enrolment pattern. Students seeking a leave of absence from their candidature from 2019 on will be required to consult with the Course Director and seek approval.

Units of study that are no longer be offered in the revised curriculum will be taught for the final time as per the table in Appendix 2. Students with non-standard enrolment, or who have failed a unit of study from the current curriculum will be provided academic advice and an enrolment plan to complete the requirements of the course.

Students who wish to adopt the revised curriculum will be requested to consult with the Course Director, and credit will be considered on a case-by-case basis. Due to the nature of the amendments to units of study, and changed accreditation requirements, correspondence between units of study in the old and new curriculum is not straightforward.

5. Other relevant information

The Faculty will initiate the accreditation process with Exercise and Sport Science Australia for the revised curriculum in late 2018.

6. Signature of Dean

Minor Course Amendment Proposal

Digitally signed by Professor Sue McAllister
(Associate Dean)
Date: 2018.02.24 12:48:23 +10'00'
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

<table>
<thead>
<tr>
<th>Code</th>
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<th>Abbreviation</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>RPHEASCI-01</td>
<td>Doctor of Health Science <em>(admission suspended 2010)</em></td>
<td>HScD</td>
<td>Research</td>
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<tr>
<td>RPPHDHEA-02</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
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<tr>
<td>RMAPPSCI-02</td>
<td>Master of Applied Science</td>
<td>MAppSc</td>
<td>Research</td>
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<td>MADIARAD-01</td>
<td>Master of Diagnostic Radiography</td>
<td>MDR</td>
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<td>MAEXPHYS-01</td>
<td>Master of Exercise Physiology</td>
<td>MExPhys</td>
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<tr>
<td>MAHEAINF-01</td>
<td>Master of Health Informatics <em>(admission suspended 2010)</em></td>
<td>MHI</td>
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<tr>
<td>MAHEASCI-01</td>
<td>Master of Health Sciences <em>(admission suspended 2010)</em></td>
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<td>MAHSDEI-02</td>
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<td>MHlthSc(DD)</td>
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<tr>
<td>MAHSCMRS-02</td>
<td>Medical Radiation Sciences <em>(admission suspended 2015)</em></td>
<td>MHlthSc(MRS)</td>
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<tr>
<td>MAMDIMGS-01</td>
<td>Master of Medical Imaging Science</td>
<td>MMIS</td>
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<tr>
<td>Code</td>
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<td>Master of Nuclear Medicine <em>(admission suspended 2013)</em></td>
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<td>MAOCTHE-02</td>
<td>Master of Occupational Therapy</td>
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<td>MAORTHOP-01</td>
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<td>Master of Physiotherapy</td>
<td>MPhty</td>
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<tr>
<td>MARADTTHE-01</td>
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<td>MASPLAPA-01</td>
<td>Master of Speech Language Pathology</td>
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<td>BPASEXPH-01</td>
<td>Exercise Physiology</td>
<td>BAppSc(ExPhys)</td>
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<td>BPASESSC-02</td>
<td>Exercise and Sport Science*</td>
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<tr>
<td>BPASESSC-03</td>
<td>Exercise and Sport Science</td>
<td>BAppSc(Ex&amp;SpSc)</td>
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<tr>
<td>BPASDRAD-01</td>
<td>Diagnostic Radiography(^)</td>
<td>BAppSc(DR)</td>
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<td>BPASOCUTE-05</td>
<td>Occupational Therapy(^)</td>
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<td>BPASSPPA-06</td>
<td>Speech Pathology(^)</td>
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<td>BPHEASCI-02</td>
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<td>BHlthSci</td>
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*may be awarded with honours following a further year of study
^may be awarded with honours in an integrated program
### 3 Combined degrees

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<td>BAppSc/BAdvStudies(Ex&amp;SpSc)</td>
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^may be awarded with honours in an integrated program

### 3.4 Double degrees

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<tr>
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<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>
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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

### 4.5 Graduate diplomas

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<th>Abbreviation</th>
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<td>GNCOMMDI-01</td>
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<td></td>
<td>Graduate Diploma of Health Science</td>
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<tr>
<td>GEHSCMRS-02</td>
<td>Medical Radiation Sciences (admission suspended 2015)</td>
<td>GradDipHlthSc (MRS)</td>
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<tr>
<td>GNMDIMGS-01</td>
<td>Graduate Diploma in Medical Imaging Science</td>
<td>GradDipMIS</td>
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<tr>
<td>GNREHCOU-02</td>
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### 5.6 Graduate certificates

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<th>Course Title &amp; stream</th>
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<td>Graduate Certificate in Medical Imaging Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASESSC-02</td>
<td>Bachelor of Applied Science (Exercise and Sport Science)</td>
</tr>
<tr>
<td>BPASESSC-03</td>
<td></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.

(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 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 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 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 Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and the Coursework Policy.

54 Requirements for award
(1) The units of study that may be taken for these courses, 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: the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Exercise and Sport Science).

(2) To qualify for the award of the pass degree, a candidate must complete 144 credit points of units of study comprising:

(a) 120 credit points of core units; and
(b) 24 credit points of elective units, following the rules specified in the table listed in the Faculty of Health Sciences Handbook.

(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;
(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 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:

<table>
<thead>
<tr>
<th>Majors</th>
<th>Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Science</td>
<td>Physical Activity and Health</td>
</tr>
<tr>
<td>Physical Activity and Health</td>
<td></td>
</tr>
</tbody>
</table>

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 director, candidates who must complete the degree requirements listed under 5(2) before progressing to 4000-level units.

58 Requirements for the Honours degree Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science) with honours

(1) Honours is available to meritorious students who complete an additional year of full-time study, after the completion of the pass degree. Part-time study is permitted if the head of department/ discipline/ program coordinator is satisfied the candidate cannot undertake full-time study.

(2) To qualify for admission to the Honours Year a student must:
(a) have qualified for, or been awarded, the pass degree of Bachelor of Applied Science (Exercise and Sport Science), or an equivalent qualification;
(b) have a WAM of at least 65 in that course; and
(c) have the permission of the relevant head of department/ discipline/ program coordinator.

(3) To qualify for the award of the honours degree a candidate must complete 48 credit points of honours units of study from the Honours pathway section of the Exercise and Sport Science Table, as prescribed by the head of department/ discipline/ program coordinator.

(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 must complete the requirements for the Honours component full-time over two consecutive semesters. If the Faculty 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, admission, requirements and award of honours are according to the Coursework Policy, these resolutions and the Resolutions of the Faculty of Health Sciences.
(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.

(2) 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 School concerned;
(c) any requirements for honours entry set by the relevant department, school or faculty.

(3) To qualify for the award of the Bachelor of 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 of Health Sciences are listed in Table A for the relevant faculty or Table S in the Shared Pool for Undergraduate degrees.

(4) The grade of Honours will be determined by an honours mark calculated from work 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.

6.9 Award of the degree 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, or relevant resolutions for the faculty in which the embedded honours component is undertaken.

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in the range ...</th>
<th>will be awarded honours ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Mark Range</td>
<td>Class</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>80 ≤ mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>75 ≤ mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<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.

(1) The Bachelor of Applied Science (Exercise and Sport Science) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(2) Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

10 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.

11 Credit for previous study
Credit transfer is subject to the provisions of the Coursework Policy, the Resolutions of the Faculty of Health Sciences or, in the case of a major or minor offered by another faculty, any relevant resolutions of that faculty.

12 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 the requirements are completed by 1 January, 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 (EXERCISE AND SPORT SCIENCE)

## BACHELOR OF APPLIED SCIENCE / BACHELOR OF ADVANCED STUDIES (EXERCISE AND SPORT SCIENCE)

### Award requirements

#### 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:

- 12 credit points of degree core units of study;
- a major (48 credit points) in Exercise Science;
- a minor (36 credit points) in Physical Activity and Health;
- optionally, a minor (36 credit points) or second major (48 credit points) selected from Table A or Table S;
- optionally, up to 12 credit points of units of study in the Open Learning Environment selected from Table O; and
- any additional elective units of study from Table A or Table S required to make up the 144 credit point total.

#### 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:

- 12 credit points of degree core units of study;
- a major (48 credit points) in Exercise Science;
- a minor (36 credit points) in Physical Activity and Health;
- a second major (48 credit points) from Table A or Table S;
- 12 credit points of units of study in the Open Learning Environment selected from Table O;
- a minimum of 24 credit points at 4000-level from Table A or Table S, including a research, community, industry or entrepreneurship project (12 to 36 credit points); and
• any additional elective units of study from Table A or Table S required to make up the 192 credit point total

**Majors**

Table A majors available in this course are:
• Exercise Science
• Physical Activity and Health

Requirements for the majors are listed below.

At least 12 credit points of Advanced Coursework units to complement these majors will be offered in the Bachelor of Advanced Studies

**Minors**

Table A minors available in this course are:
• Physical Activity and Health

Requirements for the minor are listed below.
DEGREE CORE

The required degree core for this course is:

(i) BIOS1168 Functional Musculoskeletal Anatomy A

(ii) BIOS1169 Functional Musculoskeletal Anatomy B

<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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS1168 Functional Musculoskeletal Anatomy A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>S1C S2C</td>
</tr>
<tr>
<td>BIOS1169 Functional Musculoskeletal Anatomy B</td>
<td>6</td>
<td></td>
<td>P: BIOS1168</td>
<td></td>
<td>S1C S2C</td>
</tr>
</tbody>
</table>

1000-level 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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS1168 Functional Musculoskeletal Anatomy A</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>S1C S2C</td>
</tr>
<tr>
<td>BIOS1169 Functional Musculoskeletal Anatomy B</td>
<td>6</td>
<td></td>
<td>P: BIOS1168</td>
<td></td>
<td>S1C S2C</td>
</tr>
</tbody>
</table>

ELECTIVES

Electives for the degree may be selected from the following, from Table A or Table S

<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>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS1XXX Intro to Surface Anthropometry and Body Composition</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>TBC</td>
</tr>
<tr>
<td>EXSS1XXX Fundamentals of Bioenergetics</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>TBC</td>
</tr>
<tr>
<td>EXSS2XXX The Body Clock and Athletic Performance</td>
<td>6</td>
<td></td>
<td>TBC</td>
<td></td>
<td>TBC</td>
</tr>
<tr>
<td>EXSS2XXX Fundamentals of Strength and Conditioning</td>
<td>6</td>
<td></td>
<td>TBC</td>
<td></td>
<td>TBC</td>
</tr>
</tbody>
</table>
TABLE A – EXERCISE SCIENCE

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
<th>Available as standalone elective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercise Science major</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This major is only available to students enrolled in the Bachelor of Applied Science (Exercise and Sport Science) or Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement of the major in Exercise Science requires 48 credit points from this table including:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) 12 credit points of 1000-level core units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) 18 credit points of 2000-level core units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) 18 credit points of 3000-level core units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Units of study**

The relevant units of study are listed below.

**1000-level units of study**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
<th>Available as standalone elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS1XXX Introduction to Exercise Science</td>
<td>6</td>
<td>S1C</td>
<td>No</td>
</tr>
<tr>
<td>EXSS1XXX Principles of Biomechanics</td>
<td>6</td>
<td>S2C</td>
<td>No</td>
</tr>
</tbody>
</table>

**2000-level units of study**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
<th>Available as standalone elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS2XXX Movement Analysis</td>
<td>6</td>
<td>TBC</td>
<td>S1C</td>
</tr>
<tr>
<td>EXSS2XXX Psychology of Exercise and Physical Activity</td>
<td>6</td>
<td>TBC</td>
<td>S2C</td>
</tr>
<tr>
<td>EXSS2XXX Exercise Delivery</td>
<td>6</td>
<td>TBC</td>
<td>S2C</td>
</tr>
</tbody>
</table>

**3000-level units of study**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
<th>Available as standalone elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS3XXX Motor Control and Learning</td>
<td>6</td>
<td>TBC</td>
<td>S1C</td>
</tr>
<tr>
<td>EXSS3XXX Practicum in Exercise Science 1</td>
<td>6</td>
<td>TBC</td>
<td>S2C</td>
</tr>
<tr>
<td>EXSS3XXX Practicum in Exercise Science 2</td>
<td>6</td>
<td>TBC</td>
<td>S1C</td>
</tr>
</tbody>
</table>
## 4000-level units of study

<table>
<thead>
<tr>
<th>Honours</th>
<th>Unit</th>
<th>Contact</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS4XXX Research Methods</td>
<td>12</td>
<td>TBC</td>
<td>TBC</td>
</tr>
<tr>
<td>EXSS4XXX Honours Project</td>
<td>24</td>
<td>TBC</td>
<td>TBC</td>
</tr>
</tbody>
</table>
Physical Activity and Health minor

Achievement of a minor in Physical Activity and Health requires 36 credit points from this table including:

(i) 12 credit points of 1000-level core units
(ii) 12 credit points of 2000-level core units
(iii) 12 credit points of 3000-level core units

Physical Activity and Health major

Achievement of a major in Physical Activity and Health requires 48 credit points from this table including:

(i) 12 credit points of 1000-level core units
(ii) 12 credit points of 2000-level core units
(iii) 12 credit points of 3000-level core units
(vi) 6 credit points of 3000-level selective units
(vi) 6 credit points of 3000-level interdisciplinary project units

Units of study

The relevant units of study are listed below.

1000-level units of study

Core units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
<th>Available as standalone elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS1170 Body Systems</td>
<td>6</td>
<td>S1C S2C</td>
<td></td>
</tr>
<tr>
<td>EXSS1XXX Fundamentals of Exercise Physiology</td>
<td>6</td>
<td>S1C</td>
<td></td>
</tr>
</tbody>
</table>
# 2000-level units of study

## Core units

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credit</th>
<th>Semester</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS2XXX</td>
<td>Personalised Exercise Prescription</td>
<td>6</td>
<td>TBC</td>
<td>S2C</td>
</tr>
<tr>
<td>EXSS2XXX</td>
<td>Exercise Training: Physiology &amp; Biochemistry</td>
<td>6</td>
<td>TBC</td>
<td>S1C</td>
</tr>
</tbody>
</table>

## 3000-level units of study

## Core units

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credit</th>
<th>Semester</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS3XXX</td>
<td>Physical Activity and Society</td>
<td>6</td>
<td>TBC</td>
<td>S1C</td>
</tr>
<tr>
<td>EXSS3XXX</td>
<td>Nutrition for Exercise and Health</td>
<td>6</td>
<td>TBC</td>
<td>S2C</td>
</tr>
</tbody>
</table>

## Selective units

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credit</th>
<th>Semester</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSS3040</td>
<td>Physiological Testing and Training</td>
<td>6</td>
<td>TBC</td>
<td>TBC</td>
</tr>
<tr>
<td>EXSS3050</td>
<td>Exercise Across the Lifespan</td>
<td>6</td>
<td>TBC</td>
<td>TBC</td>
</tr>
<tr>
<td>EXSS3XXX</td>
<td>Exercise and Cancer</td>
<td>6</td>
<td>TBC</td>
<td>TBC</td>
</tr>
</tbody>
</table>

## Interdisciplinary Project units

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credit</th>
<th>Semester</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSBH3XXX</td>
<td>Industry and Community Project</td>
<td>6</td>
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Minor Course Amendment Proposal

Faculty: The University of Sydney Law School

Contact person: Kevin Walton, Associate Dean (Professional Law Programs)

1. Name of award course
   Bachelor of Laws
   Juris Doctor
   University of Sydney Law School

2. Purpose of proposal

   To amend the LLB and JD resolutions regarding credit for previous study and the resolutions of The University of Sydney Law School for coursework awards regarding cross-institutional credit to remove the requirements for equivalent face-to-face teaching hours. With increasing variety in the modes of teaching at both The University of Sydney and other universities, the amendments are intended to introduce greater flexibility in deciding on credit applications for previous and cross-institutional study. The mode of teaching will still be relevant in determining whether credit should be granted, but equivalence in face-to-face teaching hours will no longer be a strict requirement.

3. Details of amendment

   Bachelor of Laws Course Resolutions

   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).

   (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 consists of equivalent face-to-face teaching hours and has similar assessment requirements as 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 were conducted on a distance or online basis; or
   (e)(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.

   Juris Doctor Course Resolutions

   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 units of study undertaken as part of a Juris Doctor degree at an approved Australian law school. 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.

   (2) A candidate may be granted credit for law units which have the equivalent face-to-face teaching hours and similar assessment requirements as 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 were conducted on a distance or online basis; or
(e) 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; or
(iii) units of study which were taken as part of a completed Masters degree or other postgraduate qualification at The University of Sydney Law School.

(d) which were undertaken as part of Bachelor of Laws degree.

Resolutions of The University of Sydney Law School for coursework awards
8 Cross-institutional study

The Head of School and Dean or an Associate Dean may permit a student to complete a unit of study at another recognised institution and have that unit credited to the student's course requirements. Cross-institutional study is available subject to the following terms, unless specified in the course resolutions:

(1) the unit of study is not used to satisfy any compulsory requirement; and
(2) the unit of study content is not taught in any corresponding elective unit of study in the School;
or
(3) the student is unable, for good reason, to attend a corresponding unit of study in the School;
and
(4) the unit of study is taught in English at the required level and offered as part of an equivalent award course at the other institution;
(5) the unit of study has similar assessment requirements to units offered by the School is substantially equivalent in the number of face-to-face teaching hours and in assessment requirements as to units offered by the School. Permission cannot be granted for units conducted on a 'distance' or online basis;
(6) the results from the cross-institutional unit(s) will not be included in the calculation of a student's WAM.

4. Transitional arrangements

No transitional arrangements are required.

5. Other relevant information

–

6. Signature of Dean

[Signature]

Professor Joellen Riley
Head of School and Dean

Date: 21/10/2018
## Minor Course Amendment Proposal

**Faculty:** Engineering & IT  
**Contact person:** Anthony Kadi (x76828), Christine Lacey (x40678)

1. **Name of award course**  
   Bachelor of Engineering (Honours) Combined Degrees

2. **Purpose of proposal**  
The Professional Engagement Program (PEP) was introduced for new students commencing in 2018. Course resolutions were amended prior to this for the single degree (BE Hons) to include the requirement for completing this component. However, the course resolutions for the associated combined degrees were overlooked. This proposal aims to rectify this.

   Note that there is an implicit requirement to complete the PEP by virtue of the fact that the units of study are included in the core units of study table. However, this proposal makes it absolutely clear about the need to complete the PEP as part of all combined degrees with BE Hons. The wording for the changes to combined degree resolutions is identical to the wording for the single degree in terms of the requirement to complete the PEP.

3. **Details of amendment**  
   Appendix 1: Bachelor of Engineering Honours Combined Degree Resolutions

4. **Transitional arrangements**  
The change to the resolutions will apply from 2019.

5. **Other relevant information**  
   N/A

6. **Signature of Dean**  
   ![Signature]
   11/10/18
Bachelor of Engineering Honours combined degrees

Bachelor of Engineering Honours and Bachelor of Arts
Bachelor of Engineering Honours and Bachelor of Commerce
Bachelor of Engineering Honours and Bachelor of Design in Architecture
Bachelor of Engineering Honours and Bachelor of Laws
Bachelor of Engineering Honours and Bachelor of Project Management
Bachelor of Engineering Honours and Bachelor of Science

Course Resolutions

1. Course codes

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<td>Bachelor of Engineering Honours and Bachelor of Design in Architecture</td>
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<td>BHENGLAW-02</td>
<td>Bachelor of Engineering Honours and Bachelor of Laws</td>
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<tr>
<td>BHENGPROM-03</td>
<td>Bachelor of Engineering Honours and Bachelor of Project Management</td>
</tr>
<tr>
<td>BHENGSCI-03</td>
<td>Bachelor of Engineering and Bachelor of Science</td>
</tr>
</tbody>
</table>

2. Attendance Pattern

(1) The attendance pattern for the following programs is full-time only. The attendance pattern for all other Bachelor of Engineering Honours combined courses is full time or part time.
   (a) Bachelor of Engineering Honours and Bachelor of Design in Architecture
   (b) Bachelor of Engineering Honours and Bachelor of Laws

(2) Part time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3. Streams

(1) Completion of a stream is a requirement of the Bachelor of Engineering Honours and students in combined degrees are subject to the stream requirements in the Bachelor of Engineering Honours course resolutions.
(2) Students in the Bachelor of Engineering Honours combined degrees can change the stream of the Bachelor of Engineering Honours portion of their combined degree in accordance with the same requirements specified in the Bachelor of Engineering Honours resolutions.
(3) Flexible First Year
   Students gaining entry to any of the Bachelor of Engineering Honours combined degrees may also choose to undertake the Flexible First Year program under the same requirements as specified in the Bachelor of Engineering Honours resolutions.
(4) Within the Bachelor of Engineering Honours and Bachelor of Design in Architecture, the Bachelor of Engineering Honours is available only in the Civil Engineering stream. For all other Bachelor of Engineering Honours combined degrees, the streams available for the Bachelor of Engineering Honours are listed under the course resolution for the Bachelor of Engineering Honours.
(5) The Bachelor of Science degree is available in the following streams:
   (a) Health
   (b) Medical Science
   (c) Dalyell
(6) The Bachelor of Arts degree is available in the following streams:
   (a) Dalyell
(7) The Bachelor of Commerce degree is available in the following streams:
   (a) Dalyell
(8) Completion of a stream is not a requirement of the Bachelor of Science, the Bachelor of Arts, or the Bachelor of Commerce. The requirements for the completion of each stream are as specified in Table A for the relevant degree, or, in the case of the Dalyell stream, Table S of the Shared Pool for Undergraduate Degrees.
(9) Candidates wishing to transfer between streams should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4. Cross-Faculty Management

(1) Candidates in the combined Engineering and Law courses will be under the general supervision of the Faculty of Engineering and Information Technologies until the end of the semester in which they complete the requirements for the Bachelor of Engineering Honours. They will then be under the supervision of the University of Sydney Law School. Candidates in all other combined degree programs will be under the general supervision of the Faculty of Engineering and Information Technologies for the duration of the combined program.

15 October 2018 11:55:9 NOT ACADEMIC BOARD APPROVED

Appendix 1
(2) For the Bachelor of Engineering Honours component of a combined degree:
(a) The units of study that may be taken for the Bachelor of Engineering Honours component of the combined degree are set out in the tables of units of study for the Bachelor of Engineering Honours single degree;
(b) Except where varied by other clauses of these resolutions, all candidates must: complete a minimum of 144 credit points comprising:
   (i) 36 credit points from the Engineering Core Table, including all required units; and
   (ii) 108 credit points from the Engineering Stream Core Table pertaining to the specialist stream being undertaken, including all required units;
   (iii) successfully complete the requirements of the Professional Engagement Program.
(c) The Faculty Board may approve, based on appropriate academic justification, a list of approved unit alternatives. These alternatives specified for particular Engineering stream / combined degree combinations, units, within the normal requirements for the Bachelor of Engineering Honours component of the combined degree that can be replaced by specified alternative units that would form part of the normal program for single degree students in that stream.
(3) For the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce component of a combined degree:
(a) The units of study that may be taken are set out in Table A for the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce degrees, and Table S and Table O of the Shared Pool for Undergraduate Degrees.
(b) In these resolutions Table A refers to Table A of the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce according to the degree in which the candidate is enrolled as a component of one of the combined degrees, (respectively) Bachelor of Engineering Honours and Bachelor of Arts, Bachelor of Engineering Honours and Bachelor of Science, or Bachelor of Engineering Honours and Bachelor of Commerce; Table S and Table O refers to Table S and Table O as stated here.
(c) Candidates must complete 96 credit points from the Bachelor of Arts, or the Bachelor of Science or the Bachelor of Commerce including:
   (i) any required degree core units as set out in Table A of the degree in which the candidate is enrolled; and
   (ii) a major (48 credit points) or a 3-year program with an embedded major from Table A of the degree in which the candidate is enrolled; and
   (iii) 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
   (iv) where appropriate, additional electives from Table A of the degree in which the candidate is enrolled or Table S;
   (v) If enrolled in a stream, complete the requirements for the stream as specified in Table A of the degree in which the candidate is enrolled.
(4) For the Bachelor of Design in Architecture component of a combined degree:
(a) Candidates must complete 96 credit points of units of study from the Bachelor of Engineering Honours (Civil) and Bachelor of Design in Architecture - Architecture Table.
(5) For the Bachelor of Laws component of a combined degree candidates must complete 144 credit points of Law units of study taken from the University of Sydney School of Law Undergraduate Table, comprising:
(a) 102 credit points of compulsory units of study; and
(b) 42 credit points of elective units of study, of which a maximum of 36 credit points are taken from Part 1 and a minimum of 6 credit points are taken from Part 2.
(c) Students may apply to take up to a maximum of 24 credit points of LAWS6000/JURS6000 units of study as elective units of study; 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.
(d) enrolment in LAWS6000/JURS6000 units is only permitted after a candidate has completed 96 credit points towards the Bachelor of Laws.
(e) students may only enrol in LAWS6000/JURS6000 units listed in the Bachelor of Laws Elective units of study Table.
(6) For the Bachelor of Project Management component of a combined degree:
(a) Candidates must complete 96 credit points comprising:
   (i) 84 credit points of core units as set out in the Bachelor of Project Management Unit of Study Table
   (ii) 12 credit points of electives from either the elective units set out in the Bachelor of Project Management Unit of Study Table, or from the Stream Electives in the candidate’s Bachelor of Engineering Honours Stream
7 Majors and Programs
(1) For the Bachelor of Engineering Honours component of a combined degree:
(a) The conditions for awarding of a major, and the majors available, are the same as for the Bachelor of Engineering Honours degree.
(b) Where a candidate wishes to complete a major, and that major requires completion of additional credit points beyond the standard requirement points of core units as set out in the Bachelor of Project Management Unit of Study Table, or from the Stream Electives in the candidate’s Bachelor of Engineering Honours Stream
8 Requirements for Honours

(1) Honours in the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce is available to meritorious candidates as part of the combined degree with the Bachelor of Engineering Honours by enrolling in the Bachelor of Advanced Studies and taking an embedded honours component, after completing 240 credit points and satisfying requirements for the combined degree.

(2) For candidates completing the Bachelor of Arts, Bachelor of Commerce or Bachelor of Science in a combined degree with the Bachelor of Engineering Honours 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 deemed to be met by the 144 credit points of Engineering units specified in 6 (2) above.

(3) The grade of honours awarded on the basis of an embedded component in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in the relevant faculty resolutions and degree resolutions for the honours component taken and Table A for the degree in which the candidate was enrolled as a component of the combined degree.

9 Award of the Degrees

(1) Candidates will be awarded a separate testamur for the Bachelor of Engineering Honours and for the partner bachelor degree.

(2) Candidates who successfully complete the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce component as specified in 6 (3) and also complete an embedded honours component with the Bachelor of Advanced Studies shall be awarded the Bachelor of Advanced Studies separately with honours in the appropriate discipline.

(3) Candidates for the Bachelor of Arts, Bachelor of Science or Bachelor of Commerce with an embedded honours component in the Bachelor of Advanced Studies with honours who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degrees for which they fulfill requirements at pass level.

(4) The award grades, and the criteria for the grades, are as defined in the resolutions for the constituent degrees.

(5) Candidates for the award of the Bachelor of Design in Architecture (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Design in Architecture pass degree.

(6) The Bachelor of Laws can be awarded in the grades of either Pass or Honours. Honours in the Bachelor of Laws is awarded in First Class or Second Class in accordance with the resolutions of the Bachelor of Laws.

10 Course Transfer

(1) For the Bachelor of Engineering Honours combined with Bachelor of Arts, Bachelor of Science, Bachelor of Design in Architecture and Bachelor of Project Management, a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering Honours or the associated combined degree in accordance with the resolutions governing that degree.

(2) For the Bachelor of Engineering Honours combined with Bachelor of Laws, a candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Engineering Honours, by written application to the Faculty of Engineering and Information Technologies, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidature in the Bachelor of Laws will cease in these circumstances.

(3) For the Bachelor of Engineering Honours combined with Bachelor of Commerce a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering Honours or the Bachelor of Commerce in accordance with the resolutions governing that degree. Transfer from a combined degree to the Bachelor of Commerce is also conditional on the student having met the entry requirements of the Bachelor of Commerce in force at the time of their enrolment in the combined degree.

(4) Completion of the abandoned degree in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

(5) A candidate who has enrolled in the Bachelor of Advanced Studies to complete requirements for an embedded honours component or a stream may abandon the Bachelor of Advanced Studies and return to the combined degree.

11 Progression Rules

(1) General progression rules for the combined degrees are covered by the resolutions of the Faculty of Engineering and Information Technologies.

(2) Candidates in a combined law program:
   (a) must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study;
   (b) except with permission of the Dean of the University of Sydney Law School, candidates must complete the requirements for the Bachelor of Engineering Honours before proceeding to Year Five of the Bachelor of Laws.

(3) Progression within the Dalyell Stream
   (a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.
   (b) Candidates must achieve an Annual Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study or over for each 48 credit-point block to continue in the Dalyell Stream. Candidates who do not maintain an Annual Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor but will not remain in the Dalyell Stream.

(4) Progression within the Bachelor of Science (Medical Science) Stream
   Students in this stream will be required to meet the progression requirements for the stream.

12 Transitional Provisions

(1) These resolutions apply to students who commenced their candidature on or after 1 January 2019.

(2) Students who commenced their candidature prior to 1 January 2019 may:
   (a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
   (b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.

For the Bachelor of Science, Bachelor of Commerce and Bachelor of Arts, transitional arrangements will be as specified in the relevant set of resolutions.
Minor Course Amendment Proposal

Faculty: Science

Contact person: Professor Fiona White and Professor Pauline Ross

1. Name of award course
   Bachelor of Liberal Arts and Sciences

2. Purpose of proposal
   To amend the Course Resolutions for the Bachelor of Liberal Arts and Sciences degree to allow these students the opportunity to select the accredited Psychology Program (60 Credit points), previously referred to in Table A as a Psychology Major. The 60 Credits points of Psychology has always been available to BLAS students, and there is space to include it while meeting the other requirements for the degree. However due the name change from “major” to “program” this is not consistent with the current degree resolutions. Therefore these students can only select the Psychological Science Major (48 Credit points) which does not provide them with a pathway towards professional accreditation as a psychologist. This creates an inequity when compared to the previous 10 years of Bachelor of Liberal Arts and Sciences students who had the opportunity to complete the accredited 60 Credit point course. A Psychology pathway is popular with BLAS students, as indicated by the 645 current and continuing students currently registered in it, and the BLAS degree has been accredited by the Australian Psychology Accreditation Council as meeting the UG requirements for accreditation. It would be inequitable to new students enrolling in this degree to deprive them of the opportunity to have completion of a Psychology program recognized.

3. Details of amendment
   Please see attachment.

4. Transitional arrangements
   The proposed amendment will not affect students who are currently enrolled.

5. Other relevant information

6. Signature of Dean

Minor Course Amendment Proposal

Version 01.10.2014
Bachelor of Liberal Arts and Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2015. 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>BPLIARSH-01</td>
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<td>BPHIARSH-01</td>
<td>Bachelor of Liberal Arts and Science (Honours)</td>
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2 Attendance pattern
The attendance pattern for this course is full time or part time according to candidate choice.

3 Admission to candidature
Admission to undergraduate courses at the University of Sydney is either on the basis of completion of secondary study via the NSW Higher School Certificate, leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent (and subject to special admissions provisions as set out in the Coursework Rule), or on the basis of Mature Age Admission as set out in the Coursework Policy 2014.

4 Requirements for award
To qualify for the award of the pass degree, a student must successfully complete 144 credit points, with at least 132 credit points from the Bachelor of Liberal Arts and Science Units Table, Arts Table A or Science Table A:

- common requirements for all students
  - a minimum of 36 credit points of units listed in the Bachelor of Liberal Arts and Science Units Table; including
    - ATHK1001 and WRIT1001; and
  - a minimum of 6 credit points of units from Part C Ethics in the Bachelor of Liberal Arts and Science Units Table; and
  - the remaining 18 credit points of Liberal Studies units may be taken from any of the six areas of the Bachelor of Liberal Arts and Science Units Table, Parts A-F;
  - units of study chosen to satisfy requirements of the Bachelor of Liberal Arts and Science Units Table cannot count towards the Science or Arts requirements below, and
  - all students must complete either a Science major or an Arts major:
    - For a Science Major
      - a major from Science Table A; and
    - a minimum of 36 credit points of units from Arts Table A, which must include at least 12 credit points of Arts 2000 or 3000-level units of study or
    - For an Arts Major
      - a major from Arts Table A; and
    - a minimum of 36 credit points of units from Science Table A, which must include at least 12 credit points of 2000 or 3000-level units of study;
  - a maximum of 12 credit points from outside of Arts Table A and Science Table A may be taken with approval from the relevant Faculty; and
  - no more than 84 credit points of 1000-level units of study.

5 Majors and programs

- Completion of a major is a requirement of the course. Units of study counted towards one major may not count toward any other major.
- The list of Science Table A majors available is specified in the course resolutions for the Bachelor of Science.
- Candidates choosing a Science major have the option of completing the Psychology Program (which contains the Psychological Science major).
- The list of Arts Table A majors available is specified in the resolutions for the Bachelor of Arts.
- Units of study counted towards a major may not count toward the Liberal Studies requirements.

6 Requirements for the Honours degree

- Honours is available to meritorious candidates who complete an additional year of full time study in either Science or Arts at the completion of the degree.
- Admission and award requirements for honours in Science are described in the Coursework Policy 2014 and in the Resolutions of the Faculty of Science. Admission and award requirements for honours in Arts are described in the Coursework Policy 2014 and the Resolutions of the Faculty of Arts and Social Sciences.

7 Award of the degree

- The Bachelor of Liberal Arts and Science is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the requirements of the Coursework Policy 2014, the Resolutions of the Faculty of Science and the Resolutions of the Faculty of Arts and Social Sciences.
- Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

23 August 2016 16:11:4 NOT ACADEMIC BOARD APPROVED
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 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, 2023, or later date as the Faculty may, in special circumstances, approve.
These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014 (the 'Coursework Policy'), the Learning and Teaching Policy 2015, the resolutions of the supervising faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Honesty in Coursework Policy and Procedures. These resolutions do not apply to students admitted to a combined degree with the Bachelor of Advanced Studies. Requirements for combined degrees with the Bachelor of Advanced Studies are set out in the resolutions for the combined degree.

Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes

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2. Attendance pattern

Unless otherwise specified in the resolutions of the supervising faculty, the attendance pattern for this course is full time or part time according to candidate choice.

3. Streams

(1) For candidates admitted to the Bachelor of Advanced Studies on the basis of clause 5 (1) of these resolutions, the Bachelor of Advanced Studies is available in the following streams:

- (a) **In the Bachelor of Advanced Studies:**
  - (i) Psychology

- (b) **With the Bachelor of Arts:**
  - (i) International and Global Studies
  - (ii) Media and Communication
  - (iv) Politics and International Relations
  - (v) Dalyell.

- (c) **With the Bachelor of Science:**
  - (i) Agriculture
  - (ii) Animal and Veterinary Bioscience
  - (vi) Medical Science
  - (vii) Dalyell.

- (d) **With the Bachelor of Commerce:**
  - (i) Dalyell.

- (d) **With the Bachelor of Economics:**
  - (i) Dalyell.

(1)/(2) Completion of a stream is not a requirement of the Bachelor of Advanced Studies. The requirements for the completion of each stream are as specified in Table A for the following degrees and combined degrees:

- (a) Bachelor of Advanced Studies
(a) Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies;  
(b) Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies;  
(c) Bachelor of Commerce, Bachelor of Commerce/Bachelor of Advanced Studies;  
(d) Bachelor of Economics, Bachelor of Economics/Bachelor of Advanced Studies; or  
(e) in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees.

Candidates wishing to transfer out of between streams should contact the Student Centre. Candidates who qualify for the Dalyell stream may complete that stream while also completing another stream.

4. Faculty management

(1) Candidates for the Bachelor of Advanced Studies without Honours will be under the supervision of the faculty that administers the project component level 4000 units of advanced coursework in which the candidate is intends to enrolled.

(2) Candidates undertaking Honours in the Bachelor of Advanced Studies will be under the supervision of the faculty offering and supervising the embedded Honours component in which the candidate is intends to enrolled.

(3) The Dean of the supervising faculty shall exercise authority in any matter concerned with the Bachelor of Advanced Studies and the Bachelor of Advanced Studies with Honours not otherwise dealt with in these resolutions.

5. Admission to candidature

(1) Admission to the Bachelor of Advanced Studies with 96 credit points reduction of volume of learning requires:

(a) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney, including with major, or study deemed by the supervising faculty referred to in Section 4 of these resolutions to be of comparable or appropriate depth or equivalent specialization in a discipline related to the area of honours study or level 4000 units of advanced coursework, completed within the ten year prior to the proposed date of commencement of the Bachelor of Advanced Studies; or

(b) a bachelor degree from another university, with a major or study of equivalent disciplinary depth in a discipline related to the area of honours study or level 4000 units of advanced coursework, deemed by the relevant faculty to achieve comparable learning outcomes at a comparable and standards with comparable or equivalent depth to that be the equivalent of a degree listed in clause 5 (1) (a); or

(c) 144 credit points towards a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the student has not yet graduated, including a major from Table A for the relevant degree in a discipline related to the area of honours study or 4000 level units of advanced coursework, or equivalent specialization, a minor that can be converted into a second major or a completed second major, the degree core, if any, and 12 credit points from the Open Learning Environment as specified in Table S of the Shared Pool for Undergraduate Degrees; and

(d) for candidates undertaking an embedded Honours component, a minimum Weighted Average Mark of at least 65 or equivalent or a higher mark or grade.
as specified by the faculty that administers the proposed embedded Honours component; and

(e) for candidates undertaking an embedded Honours component, other requirements specified by the faculty that administers the proposed stream (where appropriate), embedded Honours or project component.

(2) Admission to the Bachelor of Advanced Studies with 48 credit points reduction of volume of learning requires:

(a) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney, including two majors or study deemed by the supervising faculty referred to in Section 4 of these resolutions to be of comparable or appropriate depth or equivalent specialisation; or

(b) a degree from the University of Sydney not listed in 5.2 (a) that the managing faculty as defined in Part 4 deems appropriate preparation to undertake the Bachelor of Advanced Studies; or

(c) a bachelor degree from another university deemed by the relevant faculty to achieve comparable learning outcomes at a comparable standard with comparable or appropriate depth to that of a degree listed in clause 5.2 (a); and

(d) other requirements specified by the faculty that administers the proposed stream (where appropriate), major or specialisation and, for students seeking admission to Honours, the embedded Honours component.

(e) Faculties may specify pre-requisites that must have been completed in the partner degree specified in 6.1 (or through non-award study as a condition of admission):

Admission to the Psychology Specialisation stream requires:

(i) a Bachelor of Science, Bachelor of Arts, Bachelor of Economic and Social Sciences, Bachelor of Arts and Sciences, or Bachelor of Liberal Studies from the University of Sydney or equivalent qualification, provided the applicant has not previously completed a major in Psychology, and completion within the last ten years of twelve credit points of foundation units in psychology as specified in Table A or units of study taken at another university deemed by the relevant Associate Dean to be equivalent in content and standard to these units.

(3) For candidates seeking direct admission to an embedded Honours component as specified in Clause 9, the major or equivalent referred to in clause 5.1 (a)–(e), or 5.2 (a)–(c) must be in a discipline area approved by the relevant faculty.

(2)(4) English language requirements as specified in the Coursework Policy 2014 must be met where these are not demonstrated by sufficient qualifications taught in English.

(3) Applicants are ranked by merit and offers for available places are issued according to the ranking.

(4)(5) Details of admission policies are found in the Coursework Rule and the Coursework Policy.

6. Requirements for award

(1) The Bachelor of Advanced Studies may only be taken in conjunction with a partner liberal studies bachelor award which may be:

(a) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the candidate has not graduated but towards which the candidate has completed 144 credit points, including:

(i) a major as defined in Section 7 and specified in Table A for the relevant degree; and

Comments [PM1]: redundant: Coursework Rule specifies admission is on the basis of merit.
(ii) 12 credit points from the Open Learning Environment as specified in Table S of the Shared Pool for Undergraduate Degrees; or
(b) a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce or Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney from which the candidate has graduated; or
(b)(c) a degree from another university deemed by the relevant faculty to achieve comparable learning outcomes and standards, and comparable or appropriate depth to the be the equivalent of a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, or Bachelor of Design Computing or Bachelor of Visual Arts from the University of Sydney, from which the candidate has graduated and which has been completed within the ten years prior to the proposed date of commencement of the Bachelor of Advanced Studies.

(2) A minimum of 48 and a maximum of 96 credit points from the partner liberal studies bachelor degree specified in clause 6 (1) will be cross-credited towards the Bachelor of Advanced Studies, including, as a minimum:
(a) a major of 48 credit points or study of equivalent depth as determined by the relevant faculty; and
(b) where relevant, other elective units.

(3) The units of study that may be taken for the Bachelor of Advanced Studies are set out in:
(a) Table A for the Bachelor of Advanced Studies;
(b) Table A for the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies, for the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies, for the Bachelor of Commerce, Bachelor of Commerce/Bachelor of Advanced Studies and (c) for the Bachelor of Economics, Bachelor of Economics/Bachelor of Advanced Studies for the Bachelor of Design Computing, Bachelor of Design Computing/Bachelor of Advanced Studies and for the Bachelor of Arts, Bachelor of Visual Arts/Bachelor of Advanced Studies.
(b)(c) Table S of the Shared Pool for Undergraduate Degrees;
(c)(d) The Open Learning Environment as set out in Table O of the Shared Pool for Undergraduate Degrees.

In these resolutions Table S and Table O mean Table S and Table O as specified here.
(4) To qualify for the award of the Bachelor of Advanced Studies, a candidate must complete 144 credit points, less any reduction in the volume of learning as specified in clause 4, comprising:
(a) For candidates granted 48 credit points reduction in volume of learning:
(i) A minimum of 24 credit points in a single subject area at 4000-level from Table A, including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points; and
(ii) Elective units from Table O or Table S;
(b) For candidates granted 48 credit points reduction in volume of learning:
(i) A minimum of 24 credit points in a single subject area at 4000-level from Table A, including a research, community, industry or entrepreneurship project of at least 12 and up to 36 credit points; and
(ii) Elective units from Table O or Table S;
(iii) A major or specialisation/stream of 48 credit points of units from a subject area specified in section 37 (1A) from one of the tables specified in 6 (2) (a) – (c).

(4) Applicants may be granted a reduction in the volume of learning of either 48 or 96 credit points on the basis of a prior bachelor degree or equivalent qualification.

7. Majors, Specialisations and Programs
(4) By the completion of the Bachelor of Advanced Studies students must have completed two majors or specialisations of comparable depth in two disciplinary areas, either in the partner degree as set out in Section 6 (1) or in that degree in combination with the Bachelor of Advanced Studies as set out in these resolutions. From Table S is a requirement of the Bachelor of Advanced Studies. Requirements for completion of majors are as set out in Table S.

(1)

(2) A major requires the completion of 48 credit points as set out in the Learning and Teaching Policy. The majors available in the Bachelor of Advanced Studies are as listed in Table S. The majors and specialisations available in the Bachelor of Advanced Studies under these resolutions are:

(a) Specialisation in Psychology: 48 credit points of 2000 and 3000 level units from the Psychology program in Table A for the Bachelor of Science as specified by the faculty.

8. Progression rules

(1) Progression within a major

(a) Except with the permission of the relevant coordinator, candidates must pass all 1000 level units of study within a major (except a language major), before proceeding to 2000 level units within that major or else undertake those 1000-level units concurrently with the 2000-level units. Except with the permission of the relevant coordinator, candidates must pass all 2000 level units of study within a major (except a language major) before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.

(b) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.

(2) Progression within Bachelor of Advanced Studies

(1) Except with the permission of the relevant associate dean, candidates must complete a major from the relevant faculty, candidates who are not in the Dalyell stream must complete 144 credit points including at least one major, a minor or second major and 12 credit points from the Open Learning Environment in either the partner degree specified in clause 6 (1) or in the Bachelor of Advanced Studies, before progressing to 4000-level units.

(2) For candidates undertaking a stream as major or specialisation, progression rules specified in any of the tables in 6 (2) (a)-(c) for that stream as major or specialisation apply.

(3) Progression within the Dalyell Stream

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

(b) Candidates must achieve a Weighted Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study, or over each 48 credit-point block, to continue in the Dalyell stream. Candidates who do not maintain a Weighted Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other major, minor, program or stream into which they were admitted but will not remain in the Dalyell stream.

9. Requirements for the Bachelor of Advanced Studies with Honours
10. Award of the Bachelor of Advanced Studies

(1) Candidates who successfully undertake the Bachelor of Advanced Studies with Honours and who entered the Bachelor of Advanced Studies on the basis of a completed bachelor degree completed within ten years prior to the commencement of the Bachelor of Advanced Studies, as specified in clauses 5 (1) (a) or (b) above, will be awarded the Bachelor of Advanced Studies with Honours.

(2) Candidates who undertake the Bachelor of Advanced Studies without Honours and who entered the Bachelor of Advanced Studies on the basis of a completed bachelor degree completed within ten years prior to the commencement of the Bachelor of Advanced Studies, as specified in clauses 5 (1) (a) or (b) above, will be awarded the Bachelor of Advanced Studies.

(3) Candidates who entered the Bachelor of Advanced Studies with or without Honours on the basis of 144 credit towards a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the candidate has not graduated, shall be awarded a combined degree comprising the partner degree specified in clause 6 (1) above and the Bachelor of Advanced Studies with or without Honours as appropriate.
(4) Honours in the Bachelor of Advanced Studies or in a combined degree with the Bachelor of Advanced Studies is awarded in classes ranging from First Class to Third Class according to the following table and rules specified in the resolutions of the relevant faculty in which the embedded Honours component is undertaken.

(5) Candidates for the award of the Bachelor of Advanced Studies with Honours who do not meet the requirements for the Honours degree, but who otherwise meet requirements for the Bachelor of Advanced Studies or combined degree with the Bachelor of Advanced Studies will be awarded the bachelor degree or combined degree merited.

(5)(b) Candidates who complete the Bachelor of Advanced Studies with a stream will be awarded the Bachelor of Advanced Studies ([stream]).

11. Cross-institutional study
Cross-institutional study is available in combined degrees with the Bachelor of Advanced Studies under conditions specified in the resolutions of the relevant faculty. Cross-institutional study is not available for candidates entering the Bachelor of Advanced Studies on the basis of a completed bachelor degree as specified in clauses 5 (2) (a) or (b).

12. International exchange
International exchange programs are available in the Bachelor of Advanced Studies under conditions specified in the resolutions of the relevant supervising faculty as specified in clause 4 of these resolutions.

13. Course transfer
(1) Candidates who entered the Bachelor of Advanced Studies with or without Honours on the basis of 144 credit towards a Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Economics, Bachelor of Design Computing or Bachelor of Visual Arts at the University of Sydney from which the candidate has not graduated; and
(a) who are enrolled in a combined or double degree; or
(b) have suspended enrolment in a combined or double degree;
may:

(a) complete the Bachelor of Advanced Studies and then elect to complete the combined or double degree, subject to permission of the relevant faculty; or
(b) abandon the Bachelor of Advanced Studies and elect to complete the combined or double degree in accordance with the resolutions governing that combined or double degree.

(2) Candidates who entered the Bachelor of Advanced Studies on the basis of a completed bachelor degree may abandon the Bachelor of Advanced Studies but may not transfer to another award.

14. Credit for previous study
A minimum of 48 and a maximum of 96 credit points will be credited towards the Bachelor of Advanced Studies as specified in clause 6 (2) of these resolutions, Credit may be granted subject to the provisions of the Coursework Policy Rule 2014 and the resolutions of the supervising faculty, provided that a candidate completes a minimum of 48 credit points at the University of Sydney while enrolled in the degree as specified in in clause 4 of these resolutions.

15. Transitional provisions
These resolutions apply to students who commenced their candidature in the Bachelor of Advanced Studies after 1 January, 2020.

Commented [PM3]: To be determined
PSYCHOLOGY

Psychology stream

A stream in Psychology requires 48 credit points from this table including:

(i) 6 credit points of 2000-level core units
(ii) 18 credit points of 2000-level selective units
(iii) 6 credit points of 3000-level core units
(iv) 12 credit points of 3000-level selective units
(v) 6 credit points of 3000-level interdisciplinary project units

This stream is only available to students who have completed foundation Psychology units (PSYC1001 and PSYC1002 or equivalent) in the last 10 years.

Units of study

The units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core for stream</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC2012 Statistics and Research Methods for Psych</td>
<td>6</td>
<td>A: Recommended: HSC Mathematics, any level</td>
<td>P: PSYC1001 OR PSYC1002</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>Selective for stream</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC2015 Brain and Behavioural Psychology</td>
<td>6</td>
<td>P: PSYC1002</td>
<td>N: PSYC2010, PSYC2910, PSYC2011, PSYC2911, PSYC2013, PSYC2915</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC2915 Brain and Behavioural</td>
<td>6</td>
<td>P: A mark of 75 or greater in PSYC1002</td>
<td>N: PSYC2010, PSYC2910, PSYC2011, PSYC2911, PSYC2013, PSYC2915</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
### 3000-level units of study

#### Core for stream

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC3010</td>
<td>Advanced Statistics for Psychology</td>
<td>6</td>
<td>P PSYC2012 plus at least one other Intermediate Psychology Unit of Study from PSYC2010; PSYC2910; PSYC2011; PSYC2911; PSYC2013; PSYC2014; PSYC2015, PSYC2915, PSYC2016; PSYC2017</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

#### Selective for stream

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC3011</td>
<td>Learning and Behaviour</td>
<td>6</td>
<td>P (PSYC2011 or PSYC2911 or PSYC2010 or PSYC2910 or PSYC2015 or PSYC2915) and PSYC2012 N PSYC3911</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC3911</td>
<td>Learning and Behaviour (Advanced)</td>
<td>6</td>
<td>P (A mark of 75 or above in PSYC2011 or PSYC2911 or PSYC2010 or PSYC2910 or PSYC2015 or PSYC2915) and PSYC2012 N PSYC3911</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC3012</td>
<td>Cognition, Language and Thought</td>
<td>6</td>
<td>P PSYC2012 and (PSYC2013 or PSYC2016)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC3013</td>
<td>Perceptual Systems</td>
<td>6</td>
<td>P (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2016) and PSYC2012 N PSYC3913</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSYC3913</td>
<td>Perceptual Systems (Advanced)</td>
<td>6</td>
<td>P (A mark of 75 or above in PSYC2X10 or PSYC2X11 or PSYC2016) and PSYC2012 N PSYC3013</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSYC3014</td>
<td>Behavioural and Cognitive Neuroscience</td>
<td>6</td>
<td>P [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014 or PSYC2016 or PSYC2017)] OR [A mark of 75 or above in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and (ANAT2010 or ANAT2910) and PCOL2011] N PSYC3014</td>
<td>Semester 2</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Unit Points</td>
<td>Description</td>
<td>Semester</td>
</tr>
<tr>
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<td>------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>PSYC3914</td>
<td>Behavioural and Cognitive Neuroscience Adv</td>
<td>6</td>
<td>P [A mark of 75 or above in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014 or PSYC2016 or PSYC2017)] OR [A mark of 75 or above in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2915) and (ANAT2010 or ANAT2910) and PCOL2011]</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSYC3015</td>
<td>Personality and Psychology Assessment 2</td>
<td>6</td>
<td>P PSYC2012 and (PSYC2014 or PSYC2017)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC3016</td>
<td>Developmental Psychology</td>
<td>6</td>
<td>P PSYC2013 or PSYC2015 or PSYC2915</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSYC3916</td>
<td>Developmental Psychology (Advanced)</td>
<td>6</td>
<td>P [A mark of 75 or above in (PSYC2013 or PSYC2015 or PSYC2915)]</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSYC3017</td>
<td>Social Psychology</td>
<td>6</td>
<td>P PSYC2013 or PSYC2017</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC3018</td>
<td>Abnormal Psychology</td>
<td>6</td>
<td>P (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and (PSYC2014 or PSYC2017)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC3020</td>
<td>Applied Psychology</td>
<td>6</td>
<td>P 12 credit points of 1000-level psychology units and 12 credit points of 2000-level Psychology units</td>
<td>Semester 2</td>
</tr>
<tr>
<td>HPSC3023</td>
<td>Psychology and Psychiatry: History and Phil</td>
<td>6</td>
<td>A HPSC2100 and HPSC2101 OR (Credit or greater in an HPSC Intermediate unit) OR (12 Intermediate credit points in Psychology units)</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

## Interdisciplinary project units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Unit Points</th>
<th>Description</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC3011</td>
<td>Learning and Behaviour</td>
<td>6</td>
<td>P (PSYC2011 or PSYC2911 or PSYC2010 or PSYC2910 or PSYC2015 or PSYC2915) and PSYC2012 or PSYC2911</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC3911</td>
<td>Learning and Behaviour (Advanced)</td>
<td>6</td>
<td>P [A mark of 75 or above in PSYC2X10 or PSYC2X11 or PSYC2015 or PSYC2915] and PSYC2012 or PSYC3011</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC3002</td>
<td>Cognition, Language and Thought</td>
<td>6</td>
<td>P PSYC2012 and (PSYC2013 or PSYC2016)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC3013</td>
<td>Perceptual Systems</td>
<td>6</td>
<td>P (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2016) and PSYC2012 or PSYC3913</td>
<td>Semester 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>
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<td>----------</td>
</tr>
<tr>
<td>PSYC3913</td>
<td>Perceptual Systems (Advanced)</td>
<td>6</td>
<td>P (A mark of 75 or above in PSYC2X10 or PSYC2X11 or PSYC2016) and PSYC2012</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N PSYC3013</td>
<td></td>
</tr>
<tr>
<td>PSYC3014</td>
<td>Behavioural and Cognitive Neuroscience</td>
<td>6</td>
<td>P [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014 or PSYC2016 or PSYC2017)] OR [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and (ANAT2010 or ANAT2910) and PCOL2011] N PSYC3914</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSYC3914</td>
<td>Behavioural and Cognitive Neuroscience Adv</td>
<td>6</td>
<td>P [A mark of 75 or above in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014 or PSYC2016 or PSYC2017)] OR [A mark of 75 or above in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2015 or PSYC2915) and (ANAT2010 or ANAT2910) and PCOL2011] N PSYC3914</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSYC3017</td>
<td>Social Psychology</td>
<td>6</td>
<td>P PSYC2013 or PSYC2017</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC3020</td>
<td>Applied Psychology</td>
<td>6</td>
<td>P 12 credit points of 1000-level psychology units and 12 credit points of 2000-level Psychology units N PSYC3019</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSYC3888</td>
<td>Psychology Interdisciplinary Project</td>
<td>6</td>
<td>P 12 credit points of PSYC1XXX and 12 credit points of PSYC2XXX</td>
<td>Semester 1 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>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>
RECOMMENDATION

That the Academic Board note the report from meeting of the Graduate Studies Committee held on 6 November 2018 and:

(1) approve the proposal as amended from the Faculty of Engineering and Technology to introduce the Master of Transport, Graduate Diploma in Transport and Graduate Certificate in Transport, approve the introduction of course resolutions and unit of study tables arising from the proposal, and recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Engineering and Information Technologies, with effect from 1 January 2020;

(2) approve the proposal from the Education Portfolio to introduce the Master of Advanced Studies and approve the introduction of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020;

(3) approve the proposal from the Faculty of Science to delete the specialisation “Forest and Atmosphere Interactions” and amend the unit of study tables and amend the course resolutions arising from this proposal, with effect from 1 January 2019;

(4) approve the proposal as amended from Sydney Law School to amend the Juris Doctor and approve the amendment of Faculty and course resolutions arising from this proposal, with effect from 1 January 2019;

(5) approve the proposal from the Faculty of Engineering and Information Technology to amend the Master of Professional Engineering (Accelerated) and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;

(6) approve the proposal from the University of Sydney Business School to amend the Master of Business Administration (Leadership & Enterprise) and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;

(7) 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 course resolutions arising from the proposal, with effect from January 1, 2020;

(8) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Crosscultural and Applied Linguistics and embedded award courses and approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from January 1, 2020;

(9) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Relations, Master of International Security, Master of International Studies and Master of Public Policy and approve the amendment of unit of study tables arising from the proposal, with effect from January 1, 2020;

(10) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Education, Graduate Diploma in Educational Studies and Graduate Certificate in Educational Studies and approve the amendment of course resolutions and unit of study tables arising from the proposal, with effect from January 1, 2020;

(11) approve the proposal from the Faculty of Arts and Social Sciences to amend the Resolutions of the Senate for the Faculty of Arts and Social Sciences and recommend that Senate approve the amendment, as presented, with effect from January 1, 2019;

(12) approve the proposal from the Faculty of Medicine and Health to amend the Doctor of Clinical Dentistry and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;
(13) note the Committee’s endorsement of the proposal to amend the Terms of Reference for the Graduate Studies Committee, the amendment of the Progress Planning and Review for Higher Degree by Research Students Policy 2015 with effect from 1 January 2019, and request that faculties provide the relevant information for existing units of study taught to HDR students to be included in Table R by 30 November 2018;

(14) note the Committee’s endorsement of the proposal as amended to amend the Student Placement and Project Policy 2015 and approve a new procedures document, the Higher Degree by Research Internships Procedures, with effect from 1 January 2019; and

(15) note the Committee’s endorsement of the proposal to recommend that Senate approve the amendment of the University of Sydney (Higher Degree by Research) Rule 2011, with effect from 1 January 2019.

ITEMS FOR APPROVAL

9.1 Engineering & IT: Master of Transport

9.2 Education Portfolio: Master of Advanced Studies

9.3 Science: Master of Agriculture and Environment

9.4 Law: Juris Doctor course resolutions

9.5 Engineering & IT: Master of Professional Engineering (Accelerated)

9.6 Business: Master of Business Administration (Leadership & Enterprise)

9.7 Arts & Social Sciences: Master of Economic Analysis and embedded degrees

9.8 Arts & Social Sciences: Master of Crosscultural and Applied Linguistics and embedded degrees

9.9 Arts & Social Sciences: Master of International Relations, Master of International Security, Master of International Studies, and Master of Public Policy

9.10 Arts & Social Sciences: Master of Education and embedded degrees

9.11 Arts & Social Sciences: Resolutions of the Senate

9.12 Medicine & Health: Doctor of Clinical Dentistry

9.13 HDR Coursework Implementation
The Committee endorsed the change of its Terms of Reference to enable the Committee to maintain Table R, as presented.

Note that the policy amendments are submitted as Item 7.6 in the Report of the ASPC

9.14 Amendment to Student Placement and Project Policy 2015 and introduction of Higher Degree by Research Internships Procedures

Submitted as Item 7.9 in the Report of the ASPC

9.15 Amendment to the University of Sydney (Higher Degree by Research) Rule 2011

Submitted as Item 7.4 in the Report of the ASPC

The Committee also:
• noted the Report of the Chair;
• noted the Report of the Academic Board meeting held 2 October 2018; and
• noted the Report of the HDR Scholarships Sub-Committee meetings held 28 September 2018 and 19 October 2018.
Non-Confidential

Full agenda papers are available from the Graduate Studies Committee website, at http://sydney.edu.au/secretariat/academic-board-committees/graduate-studies-committee.shtml#papers

Associate Professor Patrick Kelly
Acting Chair, Graduate Studies Committee
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>David Levinson, Professor of Transport Engineering, Faculty of Engineering and Information Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>David Lowe, Associate Dean (Education), Faculty of Engineering and Information Technologies</td>
</tr>
<tr>
<td>Paper title</td>
<td>Introduction of new Master of Transport</td>
</tr>
<tr>
<td>Purpose</td>
<td>To introduce a new Master of Transport degree from 2020</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board approve:

a) The proposal from the Faculty of Engineering and Information Technologies to introduce a new Master of Transport degree.

**EXECUTIVE SUMMARY**

The Faculty of Engineering and Information Technologies proposes to introduce a new Master of Transport degree.

The proposal has been approved by CCPC subject to the following changes, which have been made in the attached version:

- Correction to wording in Section 7.4 Assurance of Learning.
- Change to Section 1.4 Recruitment Strategy, to reflect the interdisciplinary nature of the degree.
- Degree abbreviation changed to “MTr”.
- Reference to the Faculty of Engineering and IT’s minimum standards for entry to the embedded course sequence in the Course Resolutions Section 5 has been deleted. Any additional admission requirements which may be introduced in future will be explicitly incorporated in the resolutions.

**ATTACHMENTS**

Attachment 1: New Course proposal – Master of Transport
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:

For all purposes, please complete these key details:

<table>
<thead>
<tr>
<th>This submission relates to the following</th>
<th></th>
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<tbody>
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<td>☑ New course</td>
<td>New Resolutions are appended to this submission</td>
</tr>
<tr>
<td>☐ Amended course</td>
<td>Amended Resolutions are appended to this submission</td>
</tr>
<tr>
<td>☐ Deletion of a course</td>
<td>Amended Resolutions are appended to this submission</td>
</tr>
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</table>

**Name of course** Master of Transport

<table>
<thead>
<tr>
<th>School/department</th>
<th>School of Civil Engineering; Institute of Transport and Logistics Studies/Faculty of Business; School of Architecture, Design, and Planning</th>
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<tbody>
<tr>
<td>Managing faculty</td>
<td>Faculty of Engineering and Information Technology</td>
</tr>
<tr>
<td>Name of proponent</td>
<td>David Levinson</td>
</tr>
<tr>
<td>Telephone</td>
<td>0286276136</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:david.levinson@sydney.edu.au">david.levinson@sydney.edu.au</a></td>
</tr>
<tr>
<td>Version date</td>
<td>June 12, 2018</td>
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</tbody>
</table>

| Dean                                    | Postgraduate coursework                                                                                                           |
|                                        | Signature                                                                                                                        |
|                                        | 24/08/2018                                                                                                                        |

| Faculty Manager                         | Postgraduate research                                                                                                             |
|                                        | Date 4/9/18                                                                                                                       |

| Deputy Vice-Chancellor (Education)      | Leading by Authority                                                                                                              |
|                                        | 6/9/18                                                                                                                             |

| Divisional Finance Director Part 2     | Date 21 Aug 2018                                                                                                                  |
|                                        | Date 2018                                                                                                                           |

| Head of Recruitment Section 1.5        | Date 21 Aug 2018                                                                                                                  |
|                                        | Date 21 Aug 2018                                                                                                                  |

| Library Director Appendix 4             | Date 21 Aug 2018                                                                                                                  |

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
Course management template

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For all purposes, please complete these key details:

This submission relates to the following
☑ New course
☐ Amended course
☐ Deletion of a course

New Resolutions are appended to this submission
Amended Resolutions are appended to this submission
Amended Resolutions are appended to this submission

Name of course: Master of Transport

School/department: School of Civil Engineering; Institute of Transport and Logistics Studies/Faculty of Business; School of Architecture, Design, and Planning

Faculty of Engineering and Information Technology

Managing faculty
Name of proponent: David Levinson
Telephone: 0286276136
Email: david.levinson@sydney.edu.au
Version date: June 12, 2018

☑ Undergraduate
☐ Postgraduate coursework
☐ Postgraduate research

Signature

Dean
Date

Faculty Manager
Date

Deputy Vice-Chancellor (Education)
Date

Divisional Finance Director
Date

Head of Recruitment
Date

Section 1.5

Library Director
Date

Appendix 4

Libby O'Reilly

Digitally signed by Libby O'Reilly
Date: 2018.04.28 11:56:56 +10'00'

Approved by the Academic Board, 6 March 2018; amended 10 April 2018
**APPENDIX 4: LIBRARY IMPACT STATEMENT**

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See [http://www.library.usyd.edu.au/contacts/subjectcontacts.html](http://www.library.usyd.edu.au/contacts/subjectcontacts.html).

The Library Director should sign on the front page of this course proposal, as confirmation that:
- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

This section to be completed by faculty

1. Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?  
   - [ ] Yes  
   - [ ] No

2. Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service?  
   - Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students.  
   - [ ] Yes  
   - [ ] No

3. List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended.  
   - Text here

This section to be completed by library staff

**Library resources required**

<table>
<thead>
<tr>
<th>Does the Library already collect resources in this area?</th>
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| [ ] Yes  
| [ ] No |

<table>
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<tr>
<th>Comments</th>
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</thead>
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<table>
<thead>
<tr>
<th>Initial costs of acquiring basic resources (digital and non-digital)</th>
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<tr>
<td>Monographs (including multimedia resources, reading list items and multiple copies)</td>
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<tr>
<td>New journal titles (including back-runs)</td>
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<tr>
<td>Additional databases / digital resources</td>
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</table>

- Initial resources costs 0

<table>
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<tr>
<th>Ongoing costs of resources</th>
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<tr>
<td>Annual costs of maintain new subscriptions (journals and databases)</td>
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</table>

- Ongoing information resources costs n/a

**Additional resource requirements**

- n/a

<table>
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<th>Comments</th>
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Current support and resources are expected to fulfil the requirements for this new degree given it will be made up of existing units of study.

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<th>Estimated number of hours</th>
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<table>
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<tr>
<th>Library Director’s comments*</th>
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</thead>
<tbody>
<tr>
<td>Current support and resources are expected to fulfil the requirements for this new degree given it will be made up of existing units of study.</td>
</tr>
</tbody>
</table>

* The Library Director should sign on the front page.
Confidential OR Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Georgie Wheeldon, Senior Policy and Project Officer, Education Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Peter McCallum, Director, Education Strategy</td>
</tr>
<tr>
<td>Paper title</td>
<td>MASTER OF ADVANCED STUDIES COURSE PROPOSAL</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide the Master of Advanced Studies course proposal for endorsement and recommendation to the Academic Board</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee endorse the Master of Advanced Studies course proposal and recommend it to the Academic Board.

**EXECUTIVE SUMMARY**

A new research-track coursework masters degree, the Master of Advanced Studies, is proposed for approval (Attachment 1). The degree will commence in 2020 with a 72 credit point specialisation in Oral Health, and additional specialisations, in Pharmacy, Medical Science, Science and likely from the Faculty of Arts and Social Sciences, will be added to the degree at a later date. The course will be governed by the Board of Interdisciplinary Studies (BIS) who endorsed this version of the proposal on 11 October 2018 and a previous version on 21 August 2018. The course proposal was approved by the Curriculum and Courses Planning Committee (CCPC) on 23 October 2018 and will go forward to the University Executive on 1 November 2018. It includes updates made in response to CCPC comments about differentiating the 72 credit point and 96 credit point versions of the degree. The final names of the 72 credit point and 96 credit point versions of the degree will be confirmed at a later date.

As signaled in the Strategic Plan 2016-2020, the Master of Advanced Studies will become the preferred pathway to the PhD, as it will provide significant research preparation and a masters level project. It will complement other existing pathways including research degrees such as the MPhil.

**BACKGROUND**

The Master of Advanced Studies is a research-track coursework master’s degree proposed for introduction in 2020. The degree will give effect to initiative 2.1 of the Strategic Plan 2016-2020 which articulates the ambition to create a new approach to research training that would be the University’s preferred pathway to the PhD. In order to maintain a coherent degree profile and build recognition of the new pathway, a single degree is proposed under the academic governance of the Board of Interdisciplinary Studies. Faculties will offer research specialisations and are responsible for the delivery, quality and review of those specialisations. The degree is offered in a 72 credit point version for those with a prior degree in a cognate area and a 96 credit point version for those with a prior degree in a related but non-cognate area.

On 21 August 2018, the BIS endorsed the course proposal for the degree and agreed it will exercise oversight of its academic governance (including course resolutions, which will be approved and recommended to the Academic Board). Faculties will approve and manage the content of the curriculum components. The BIS also agreed to appoint an inter-faculty committee with staff and students from participating faculties which will report to it. The BIS will determine the Terms of Reference for this committee, which will include overseeing quality, outcomes and monitoring the student experience in the Master of Advanced Studies through student feedback, course surveys and consultation.
While finalising the Master of Advanced Studies course proposal, the Faculties of Science and Medicine and Health indicated they required additional time to confirm the design of Medical Science specialisations. Initially these specialisations were to be brought forward for 2020 but are likely to come forward in 2021 or later. Other specialisations to be added in 2021 will be in Pharmacy and Science subject areas. The Oral Health specialisation from the Faculty of Medicine and Health is sufficiently advanced to be offered in 2020, while the Faculty of Arts and Social Sciences are likely to develop specialisations for 2022.

The approval pathway to enable the course to be ready for introduction in 2020 will be:
- BIS: 11 October 2018 (complete)
- CCPC: 22 October 2018 (complete)
- University Executive: 1 November 2018 (complete)
- Graduate Studies Committee: 6 November 2018
- Academic Board: 27 November 2018

ATTACHMENTS

Attachment 1 – Full course proposal for the Master of Advanced Studies
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:

This submission relates to the following
☐ New course
☐ Amended course
☐ Deletion of a course

Name of course Master of Advanced Studies
School/department University-wide. The Proposal is made by the Board of Interdisciplinary Studies and prepared by the Office of the Deputy Vice Chancellor Education.
Managing faculty Academic governance is by the Board of Interdisciplinary Studies. Course delivery, curriculum management and student supervision is managed by the Faculty offering the relevant specialisation within the Masters degree.
Name of proponent Professor Pip Pattison, DVC Education
(contact: Peter McCallum, Director Education Strategy)
Telephone 02 9351 3460
Email peter.mccallum@sydney.edu.au
Version date 20 September 2018
☐ Undergraduate ☒ Postgraduate coursework
Signature

Dean

Faculty Manager

Deputy Vice-Chancellor (Education)

Divisional Finance Director

Head of Recruitment

Section 1.5

Library Director

Appendix 4

☐ Postgraduate research

Date

Date 4 October 2018

Date 9 October 2018
Course management template

Use this template to:
- propose a new course of study following approval of an EOI
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- request the deletion of a course of study

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iaocccp@sydney.edu.au

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<td>☑ Amended course</td>
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<td>☐ Deletion of a course</td>
<td></td>
</tr>
</tbody>
</table>

Name of course: Master of Advanced Studies

School/department: University-wide. The Proposal is made by the Board of Interdisciplinary Studies and prepared by the Office of the Deputy Vice-Chancellor Education.

Managing faculty: Academic governance is by the Board of Interdisciplinary Studies. Course delivery, curriculum management and student supervision is managed by the Faculty offering the relevant specialisation within the Masters degree.

Name of proponent: Professor Pip Pattison, DVC Education
(contact: Peter McCullum, Director Education Strategy)

Telephone: 02 9351 13450
Email: peter.mccullum@sydney.edu.au

Version date: 20 September 2018

☐ Undergraduate ☑ Postgraduate coursework ☐ Postgraduate research

Signature

Dean

Date

Faculty Manager

Date

Deputy Vice-Chancellor (Education)

Date 4 October 2018

Divisional Finance Director

Petrus Swemmer

Date

Head of Recruitment

Date

Section 1.5

Library Director

Appendix 4

Libby O'Reilly

Date
## Contents

<table>
<thead>
<tr>
<th>PART</th>
<th>NAME</th>
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<th>CONTACT</th>
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<td>7.7</td>
<td>Academic advice, support and student representation</td>
<td>Student Services</td>
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<td>7.8</td>
<td>Remediation of assessment</td>
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<td>7.9</td>
<td>Combined degrees and inter-faculty arrangements</td>
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<td>Influence of external accreditation or other professional requirements</td>
<td>Student Centre</td>
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<td>7.11</td>
<td>Joint ventures with other universities</td>
<td>Student Centre</td>
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<td>7.12</td>
<td>Resolutions</td>
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### 8 Resources

<table>
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<td>8.1</td>
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<td>8.2</td>
<td>Teaching space and related facilities</td>
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<td>8.3</td>
<td>IT requirements</td>
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<td>8.4</td>
<td>Library resources</td>
<td>University Library</td>
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</table>

**Appendix 1** Resolutions of the Senate

**Appendix 2** Resolutions of the Faculty

**Appendix 3** Course Resolutions

**Appendix 3A** Undergraduate courses

**Appendix 3B** Postgraduate courses

**Appendix 4** Library impact statement

**Appendix 5** Reference: Session codes

**Appendix 6** Reference: Campus codes

**Appendix 7** AQF compliance

### Abbreviations

- **FPA** = Financial Planning and Analysis
- **MC** = Marketing and Communications (Office of the Vice-Chancellor)
- **IAP** = Institutional Analytics and Planning (Provost and DVC)
- **SRA** = Student Recruitment and Admissions (DVC and Registrar)
- **Y** = Yes, please complete this section

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Approved by the Academic Board, 6 March 2018; amended 5 April 2018
PART 1: Strategy and marketing analysis

1.1 Strategic purpose

The University's 2016-2020 Strategic Plan\(^1\) (initiative 2.1) proposed vertically integrated research-track Masters degrees as an enhanced pathway via a research-track coursework masters degree to serve as the University's preferred preparation for a PhD. To promote profile coherence and build recognition of this pathway a single University-wide degree, the Master of Advanced Studies is proposed with the research specialisation recognised in brackets on the testamur and transcript.

Changes to federal funding policy in the 2017 budget created uncertainty around the availability of Commonwealth Supported Places (CSPs). To manage this ambiguity a stand-alone as well as a vertically integrated model have been developed. This proposal is for the stand-alone degree for introduction in 2020 with an initial set of research specialisations. Other disciplines may be added for introduction in 2020, 2021 or 2022. This proposal will be followed by a similar proposal for a vertically integrated model in October/November which combines the Master of Advanced Studies with a bachelor degree. Although there remains ambiguity about the federal government’s approach to CSPs for postgraduate degrees, it is currently envisaged that CSPs will remain available for the vertically-integrated model in 2020 but that CSPs for the stand-alone version will be either limited or non-existent. Therefore the stand-alone version will be offered on a fee-paying basis for international students and domestic students, with the possibility of a small number of CSPs for the stand-alone version to be explored once the government’s intentions are clarified (financial modelling at the moment assumes CSP availability for the vertically-integrated model and not for the stand-alone model).

For disciplines taught within degrees offering the Dalyell stream, the vertically integrated model would be open to students in the Dalyell stream or to students meeting comparable admission and progression. For disciplines taught within degrees not offering the Dalyell stream, the vertically integrated model would be open to students meeting admission and progression requirements equating to those in the Dalyell stream.

The degree resolutions in this proposal govern two versions of the stand-alone Master of Advanced Studies: a 72 credit point version following on from a three or four year bachelor degree in a cognate discipline, and a 96 credit point version following a bachelor degree in a different discipline.

This proposal would establish a set of university-wide degree resolutions for the Master of Advanced Studies, under the academic governance of the Board of Interdisciplinary Studies. Faculties may offer specialisations within the Master of Advanced Studies thus creating a coherent research-pathway profile at masters level and reducing the course approval and maintenance burden for faculties.

The additional research preparation aims to improve preparation for research and enhance quality and completion rates of PhDs. Taken together with other strategic initiatives around the PhD, including the introduction of coursework and expansion of engagement opportunities, the intention is to build broader skills in areas such as project management, entrepreneurship, public engagement, education, research ethics and integrity and commercialization\(^2\). The enhanced research preparation pathway is in line with recommendations in the Watt\(^3\) and ACOLA\(^4\) reviews.

Market research (see 1.3) indicated that domestic interest in the Master of Advanced Studies is strong when compared with Bachelor Honours pathways and this preference holds, albeit to a lesser degree, even when CSPs are not available.

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>
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<tbody>
<tr>
<td>30 Aug 2018</td>
<td>Director, Institutional Analytics and Planning Manager, Special Projects, Institutional Analytics and Planning</td>
<td>Meeting</td>
<td>-</td>
</tr>
<tr>
<td>29 May 2018</td>
<td>Head, Academic Model &amp; Student Progression Head, Admissions</td>
<td>Meeting</td>
<td>-</td>
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---

\(^1\) See pages 24, 36 of the 2016-2020 Strategic Plan


Approved by the Academic Board, 6 March 2018; amended 5 April 2018
<table>
<thead>
<tr>
<th>Date</th>
<th>Faculties</th>
<th>Email</th>
<th>Available on request</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 May 2018</td>
<td>Faculties: • Faculty Managers • Associate Deans (Education) • Curriculum Managers • other curriculum contacts as relevant</td>
<td>Email: Topic: implementation schedule for introducing the standalone degree in 2020 (rather than 2019) and faculty specialisations. Advised deadlines for submission of specialisations.</td>
<td></td>
</tr>
<tr>
<td>8 Mar 2018</td>
<td>Degree Advisory Working Group (DAWG)</td>
<td>Committee papers 8 Mar 2018 Topic: updated schedule for introducing the standalone Master of Advanced Studies including implementation schedule stating Faculty Boards must approve content of faculty ‘specialisations’ by June or July 2018. 5 Feb 2018 Topic: updated schedule for introducing the standalone Master of Advanced Studies</td>
<td></td>
</tr>
<tr>
<td>13 Feb 2018</td>
<td>Graduate Studies Committee (AB GSC)</td>
<td>Committee papers 13 Feb 2018 Topic: updated schedule for introducing the standalone Master of Advanced Studies 7 Nov 2017 Topic: research-track Masters curriculum framework (VIM and standalone degree)</td>
<td></td>
</tr>
<tr>
<td>5 Feb 2018</td>
<td>Board of Interdisciplinary Studies (BIS)</td>
<td>Committee papers 5 Feb 2018 Topic: updated schedule for introducing the standalone Master of Advanced Studies 24 Oct 2017 Topic: research-track Masters curriculum framework (VIM and standalone degree)</td>
<td></td>
</tr>
<tr>
<td>Oct 2017 -</td>
<td>Faculties: • Faculty of Science (17 Oct) • Faculty of Arts and Social Sciences (18 Oct) • Sydney School of Architecture, Design and Planning (19 Oct) • Faculty of Engineering and IT (20 Oct) • Faculty of Health Sciences (25 Oct) • Sydney Law School (2 Nov) • Sydney Conservatorium of Music (9 Nov) • Faculty of Medicine and Health (10 Nov) • Medical Sciences Heads of Disciplines (1 Dec)</td>
<td>Meetings Topic: outline of the curriculum framework and developing a specialisation.</td>
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<tr>
<td>Date</td>
<td>Committee</td>
<td>Topic</td>
<td>Available?</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>24 Nov 2017</td>
<td>University Executive (UE)</td>
<td>24 Nov 2017 Committee papers: policy amendments to accommodate research-track Masters (VIM and standalone degree) and faculty specialisations</td>
<td>Available upon request</td>
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<td>2 Nov 2017</td>
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<td>2 Nov 2017 Topic: research-track Masters curriculum framework (VIM and standalone degree)</td>
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<tr>
<td>20 Nov 2017</td>
<td>Curriculum and Course Planning Committee (UE CCPC)</td>
<td>20 Nov 2017 Committee papers: update paper</td>
<td>Available upon request</td>
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<td>27 Jun 2017</td>
<td></td>
<td>27 Jun 2017 Approved: EOI on research-track Masters (VIM and standalone degree)</td>
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<td>11 Nov 2017</td>
<td>University Executive Education Committee (UE Ed)</td>
<td>11 Nov 2017 Committee papers: policy amendments to accommodate research-track Masters (VIM and standalone degree) and faculty specialisations</td>
<td>Available upon request</td>
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<td>7 Nov 2017</td>
<td>Undergraduate Studies Committee (AB USC)</td>
<td>Committee paper: research-track Masters curriculum framework (VIM and standalone degree)</td>
<td>Available upon request</td>
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<td>4 Oct 2017</td>
<td>University Executive Research Education Committee (UE RE)</td>
<td>Committee paper: research-track Masters curriculum framework (VIM and standalone degree)</td>
<td>Available upon request</td>
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</table>

1.3 Market Analysis

Market research on the Bachelor/Masters vertically integrated version of the Master of Advanced Studies was commissioned during mid-2017 from the company Pollinate who have extensive experience in the higher education sector. The outcome of consultation with a large sample of 1123 current undergraduate students from a broad spread of disciplines and year levels is a clear preference for a research-track masters award over the current combined or double bachelor degree structure, particularly amongst students who are interested in pursuing research careers: 47% as opposed to 28% who prefer the current pathway. This preference is driven by perceptions of better or more recognition of their qualification, as well as alignment with career aspirations and speed (in the case of a VIM option). It was especially attractive to students studying in arts and the sciences, and particularly second and third year students. The Master of Advanced studies was also of interest to half of the current students who indicated they were not planning on studying for a current University of Sydney masters degree, suggesting a research-track masters may help retain students who may have gone elsewhere for postgraduate studies. This was largely on the grounds of finance and accessibility of the degree. The market research also measured a preference for the nomenclature: Bachelor/Master of Advanced Studies ([discipline]). It was noted that the reputation of the Master of Advanced Studies and the Bachelor of
Advanced Studies would reinforce each other and that the benefits for agility of approval for faculties would be considerable.

Regarding the attractiveness of the Master of Advanced Studies among domestic students if CSPs are unavailable or limited, the market research carried out on the VIM option for the Bachelor/Master of Advanced Studies indicated that, as long as HELP loans are available, even if the Masters component is fee paying for domestic students, the Masters option is still preferred over CSP funded bachelor honours (51% Masters/24% honours for CSP; 44%Masters/31% honours for fee/HELP). Although this research was not repeated for the standalone Master of Advanced Studies, the overall duration of the Bachelor/Master of Advanced Studies vertically integrated degree and the sequential model remains the same (4 1/2 years) which suggests that interest in a fee paying model would be maintained, even if CSPs were not available.

1.4 Recruitment strategy*

The Global Student Recruitment and Mobility (GSRM) team develops strategies to ensure the best and most able students apply to the University of Sydney. Domestically, the priority is to maintain a steady number of quality postgraduate coursework applicants across each of our areas of interest. Internationally, the team works on more diversity within the international cohort.

Recruitment strategies are structured around targeted recruitment events, attendance at exhibitions and fairs, email and phone conversion campaigns and recruitment campaigns in other states and New Zealand. These are supported by marketing collateral and communications and admissions strategies, especially in relation to the allocation of Commonwealth Supported Places (CSP) for postgraduate coursework students (see 1.1 and 1.3 for discussion of likely availability of postgraduate CSPs for the degree and attractiveness of the degree without them).

Key messages outlining the benefits of the Master of Advanced Studies (Specialisation) will be delivered through all major postgraduate recruitment channels as well as relevant undergraduate channels commencing with a launch at the 2019 Open Day. Student recruitment will work closely with Marketing and Communications to deliver a campaign that includes:

- Postgraduate Research and Study Week and Postgraduate Study Expo
- Open Day
- Advising Day
- University of Sydney events interstate and NZ
- Masterclass series
- Specialised online webinars
- Pipeline conversion campaigns
- International recruitment events in key markets
- Agent briefings
- New degree briefing to GSRM, Admissions, Student Centre
- Sydney Courses

They will target international markets through visits, taster sessions, parents’ events, newsletters, webinars and agent updates. They will run a series of open days and info sessions in key postgraduate international markets to ensure prospective students, parents, heads of schools, guidance counsellors and agents are well informed.

Support from Faculties offering specialisations will be key for representation and promotion of the degree, at international events and other postgraduate recruitment activities.

It has been noted by GSRM that the availability of CSPs will be important in attracting domestic students (see 1.1 and 1.3 on CSP availability and the attractiveness of the degree without them).

A detailed recruitment plan would be refined once course changes have been approved, but would require a realistic approach to target setting over the short term (2-3 years) while the new course is launched in market.

1.5 Marketing and communications strategy

The marketing and communications strategy is structured around a series of major recruitment events, participation in postgraduate careers markets (national and international), pipeline conversion campaigns, masterclasses, and marketing collateral to support successful in-market messaging of course attributes and tailored content through owned and media channels. A digital campaign is run domestically to drive applications.

The main audiences for all postgraduate communications are currently:

Primary audiences
- Those wanting to qualify or gain accreditation for a chosen career
- Professional development
- Career change
- Those who love learning

Secondary audiences
It is anticipated that in addition to the primary audiences for postgraduate degrees outlined above, information about the new degree and research opportunities will be embedded throughout all communications to future students, current undergraduate students and influencers throughout the campaigns and events. Key communication channels will include:

- The University website
- Sydney Courses
- Social media channels (Twitter, Facebook, LinkedIn)
- Print collateral (PG guides, research brochures, flyers)
- News channels and websites across relevant areas of specialisations.

Compelling and relevant content will be created, outlining key benefits that make this degree different from others (research opportunities, pathway to research, opportunities for industry and professional engagement). A comprehensive media strategy will be developed to support the launch of the new degree.

1.6 Domestic and international competitors (if applicable)

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<th>Institution</th>
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<th>International Fees/ EFTSL</th>
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<td>Macquarie University</td>
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<td>Undergraduate CSP</td>
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<td></td>
<td></td>
<td>Postgraduate: RTP</td>
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<td>Monash University</td>
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<td>UTS</td>
<td>Master of Science (Research)</td>
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1.7 Course(s) to be closed as a consequence of this proposal

None
PART 2: Financial viability analysis

### Consolidated University - Incremental Cost

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<th>2023</th>
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<td>Other Non Salary Costs</td>
<td>$10,520</td>
<td>$18,338</td>
<td>$24,733</td>
<td>$31,378</td>
<td>$38,277</td>
<td></td>
</tr>
<tr>
<td><strong>Total Direct Costs</strong></td>
<td>$100,000</td>
<td>$159,830</td>
<td>$202,199</td>
<td>$252,269</td>
<td>$308,555</td>
<td></td>
</tr>
<tr>
<td>Direct Controllable Margin</td>
<td>($10,000)</td>
<td>($190,818)</td>
<td>($232,748)</td>
<td>($247,028)</td>
<td>($254,040)</td>
<td></td>
</tr>
<tr>
<td>Less: UEM OVC Contributions</td>
<td>$7,125</td>
<td>$14,301</td>
<td>$19,994</td>
<td>$26,120</td>
<td>$32,705</td>
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<tr>
<td>UEM Capital Levies</td>
<td>$26,442</td>
<td>$57,238</td>
<td>$84,949</td>
<td>$114,785</td>
<td>$146,872</td>
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<tr>
<td>UEM Cost Recoveries</td>
<td>$56,087</td>
<td>$103,843</td>
<td>$140,059</td>
<td>$191,266</td>
<td>$239,569</td>
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<tr>
<td>Operating Margin</td>
<td>$89,635</td>
<td>$175,281</td>
<td>$251,022</td>
<td>$332,172</td>
<td>$419,176</td>
<td></td>
</tr>
</tbody>
</table>

### Summary Enrolment & Load Profile

<table>
<thead>
<tr>
<th>Load to Enrolment / Retention</th>
<th>Credits p.a. per enrolment</th>
<th>Faculty Shares</th>
</tr>
</thead>
<tbody>
<tr>
<td>Load to Enrolment Ratio - CSP</td>
<td>100%</td>
<td>Dentistry 100%</td>
</tr>
<tr>
<td>Load to Enrolment Ratio - DFEE</td>
<td>100%</td>
<td>Medicine 0%</td>
</tr>
<tr>
<td>Load to Enrolment Ratio - IEE</td>
<td>100%</td>
<td>Business School 0%</td>
</tr>
</tbody>
</table>

### Masters of Advanced Studies

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP / HECs enrolments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Enrolments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Enrolments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Commencing Enrolments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Registration Load (EFTSL)</td>
<td>4.9</td>
<td>9.3</td>
<td>12.2</td>
<td>15.1</td>
<td>18.1</td>
</tr>
<tr>
<td>Other Faculty Load (EFTSL)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Load Reductions (e.g. Ending Programs)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total Load (EFTSL)</strong></td>
<td>4.9</td>
<td>9.3</td>
<td>12.2</td>
<td>15.1</td>
<td>18.1</td>
</tr>
</tbody>
</table>

### Net Present Value - 5 Years only

<table>
<thead>
<tr>
<th></th>
<th>$150,421</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Rate of Return - 5 Years only</td>
<td>26%</td>
</tr>
</tbody>
</table>

### Breakeven Point Over Time vs. Proposed Load

Notes: Fixed costs are assumed to be development costs. Continuing salary costs and non salary costs based on FTE drivers. Excessively high breakeven points (typical in early years where losses might be expected) are shown as zero and should be reviewed in terms of the $1 (dollar impact only).

Fixed Cost: 56,698 89,826 118,195 150,826 184,777
Variable Cost: 113,746 223,608 315,782 414,024 518,932
Total Cost: 170,444 310,431 433,921 564,898 703,709
Income: 182,688 396,688 512,674 669,755 838,582
Load: 4.9 9.3 12.2 15.1 18.1
Interest: 36,953 39,471 41,969 44,234 46,415
Capital Cost: 23,385 24,969 25,846 27,347 29,724
Contribution: 13,960 15,401 16,122 16,886 17,683
Breakeven Point: 4.9 5.8 7.3 8.9 10.4

Approved by the Academic Board, 6 March 2018; amended 4 April 2018
### PART 3: Course details

<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td><strong>Course name:</strong> Master of Advanced Studies</td>
</tr>
<tr>
<td>3.2</td>
<td><strong>Course abbreviation:</strong> MAdvStudies</td>
</tr>
</tbody>
</table>
| 3.3     | **Start year:** 2020  
Start semester: 1 |
| 3.4     | **Name of award:** Master of Advanced Studies ([Specialisation]) |
| 3.5     | Combined degree?  
☐ Yes  
☒ No |
| 3.6     | Combined type? (if applicable)  
Not applicable  
☐ Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions  
☐ Double means a program where students are permitted by participating faculties (and/or by specific Resolutions within a single award) to transfer between courses in order to complete two awards  
☐ Combined Level means a single program with a single set of course Resolutions leading to the award of two degrees at two different levels unless otherwise specified in the Resolutions |
| 3.7     | Honours offered?  
☐ Yes  
☒ No |
| 3.8     | Honours type? (if applicable)  
☐ Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year  
☐ Integrated Students undertake Honours components in Year 2, Year 3 etc. of the Bachelor course |
| 3.9     | Course group?  
☐ Undergraduate  
☒ Postgraduate coursework  
☐ Postgraduate research |
| 3.10    | Field of Education (ASCED) codes:  
Primary code: 129999  
Secondary code: (Combined courses only) |
| 3.11    | **Course AQF Level**  
Click the link to view approved accreditation criteria before nominating a Level  
☐ Level 5: Diploma  
☐ Level 6: Advanced diploma/Associate degree  
☐ Level 7: Bachelor degree  
☐ Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma  
☒ Level 9: Masters degree (research, coursework and extended)  
☐ Level 10: Doctoral degree |
| 3.12    | Short course description:  
for the UAC Guide, Good Universities Guide  
The research-track Master of Advanced Studies is a coursework masters degree that prepares students for a higher degree by research. |
| 3.13    | Full course description:  
for Sydney Courses  
The research-track Master of Advanced Studies is a coursework postgraduate degree that develops research skills and knowledge and prepares students for a higher degree by research. The degree allows for a disciplinary specialisation and offers advanced coursework designed to provide deep theoretical understanding and build broader abilities that are relevant to completion of a PhD. This is undertaken in conjunction with a research project that allows students to apply skills and theory to a current problem. |
| 3.14    | Australian Higher Education Statement (AHEGS)  
**Detail**  
The research-track Master of Advanced Studies (Specialisation) is postgraduate qualification, taught in English, open to students on the basis of a completed Bachelor degree. Through advanced coursework, advanced skill building and supervised research it aims to develop knowledge and research skills and prepare students for doctoral research to a high level. The program consists of two-years of full-time study, although reduction by half a year in the volume of learning is available for final year Bachelor study in a cognate discipline to the specialisation. The Masters of Advanced Studies (Specialisation) is located at Level 9 of the Australian Qualifications Framework. Students are admitted on the basis of a weighted average mark of 65 or higher or equivalent.  
**Outcomes**  
Graduates of the Master of Advanced Studies will have the knowledge, skills and understanding to undertake a Doctor of Philosophy or other higher degree by research. Graduates of the Master of Advanced Studies will demonstrate:  
- the advanced disciplinary knowledge, theoretical and methodological understanding to plan and execute research and draw conclusions and report findings;  
- an ability for synthesis of complex areas of knowledge and critical analysis of research findings;  
- the application of critical analysis and research methodology to complex problems. |
Features
The research-track Master of Advanced Studies is a coursework postgraduate degree that develops advanced knowledge and research skills and prepares students for a higher degree by research. The degree allows for disciplinary specialisations within a common course structure. It offers advanced coursework designed to build broader skills and proficiencies that are relevant to completion of a PhD. These may include quantitative and qualitative methodologies, project management, entrepreneurship, public engagement, education, research ethics and integrity and commercialization. Coursework is undertaken in conjunction with a research project component that allows students to apply knowledge and theory to current problems.

Accreditation
The degree prepares students for a higher degree by research and does not involve professional accreditation.

3.15 Expected normal length of candidature:
- Full-time: Min: 1.5 years Max: 3 years
- Part-time: Min: 2 years Max: 6 years

3.16 Minimum credit points for completion:
- 72cp following a Bachelor degree in cognate discipline
- 96cp following Bachelor degree in non-cognate discipline

3.17 Location/campus for student attendance:
- Camperdown and Darlington
- Camden
- Cumberland
- Rozelle
- Conservatorium
- Mallett Street
- Fully online
- Offshore (please specify):
- Other (please specify):
- Hospital (Clinic) (please specify): Westmead

3.18 Mode of delivery:
- Face-to-face teaching: Yes No ___%
- Will international students be able to study in ‘face-to-face’ mode for at least 75% of the time each semester? Yes No
- Distance education: Yes No ___%
- Offshore delivery: Yes No ___%

3.19 Timetabling:
- Standard
- Non-standard (e.g. Summer or Winter School)

3.20 Does the course involve clinical or industrial placement/experience?
- Yes (depending on availability and the specialisation)
- No

If yes, please provide details, including a list of the Units of Study, and advise whether or not appropriate clinical/internship partnerships have been established

3.21 Does the course involve internships or overseas study?
- Yes (depending on availability and the specialisation)
- No

3.22 Other course enrolment requirements:
- Criminal record check: Yes No
- Prohibited Employment Declaration: Yes No
- Health records and Privacy Information Declaration: Yes No
- Working with Children: Yes No

3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation?
- Yes No

3.24 Prohibition (if applicable): To be determined at specialisation level if applicable.

3.25 Articulation pathway (if applicable):

<table>
<thead>
<tr>
<th>Code</th>
<th>Course name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor in a cognate area to specialisation</td>
</tr>
</tbody>
</table>

3.26 Proposed commencing year course fee per 1 EFTSL
- Domestic fee-paying: $34,000
- International fee-paying: $49,000
- HECS (Student contribution): $Dependent on discipline

3.27 Incidental (ancillary) fees (if applicable):
- Description: N/A
- Cost: $

3.28 Estimated commencing enrolments (match commencing enrolments with those in Part 2) Please refer to PART 2 which sets these out in relation to each specialisation

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Max Quota</th>
</tr>
</thead>
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<tr>
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</table>

Approved by the Academic Board, 6 March 2018; amended 5 April 2018
<table>
<thead>
<tr>
<th>Student Type</th>
<th>S1</th>
<th>S2</th>
<th>S1</th>
<th>S2</th>
<th>S1</th>
<th>S2</th>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
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<tr>
<td>Domestic fee paying (PG only)</td>
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<td></td>
</tr>
<tr>
<td>International fee-paying (Onshore)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>International fee-paying (Offshore)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Research Training Scheme (RTS)</td>
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<tr>
<td>Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.29 Course deletions may impact or be perceived to impact continuing (enrolled) students. If this proposal relates to a change to an existing course please complete sections 7.12.5 to 7.12.9 of this template which addresses transitional arrangements. Describe the proposed communication with continuing students about the deletion of the course.

N/A

3.30 Course deletions may impact commencing students or applicants. If this proposal relates to or involves a course deletion please complete sections 7.12.5 to 7.12.9 of this template. Has consultation been undertaken with Student Recruitment and Admissions regarding the numbers of applications or offers in train?

N/A
PART 4: Admission details

The following information will be used for internal and external publication and marketing purposes.

4.1 Admission pathway:
- UAC - N  ☒ Direct - Y  ☐ Flexible Entry (UG only) N/A

4.2 Areas of study:
Various depending on faculty specialisations - see Table A

4.3 Assumed knowledge:
Various depending on faculty specialisations - see Table A

4.4 Minimum education requirements:
- Year 12 (senior secondary certificate) or equivalent
- Relevant employment or professional experience
- Bachelor's (Pass) - Y
- Bachelor's (Hons)
- Additional information:
- Graduate Certificate
- Graduate Diploma
- Master's – advanced learning
- Master's – professional
- Master's – research

4.5 Estimated or target minimum ATAR (for UG only):
- 2xxx (e.g. 2016) N/A
- 2xxx (e.g. 2018) N/A
- 2xxx (e.g. 2017) N/A
- 2xxx (e.g. 2019) N/A

4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.): A requirement for a proposal from the student and any additional criteria will be determined by faculties in relation to the specialisation.

4.7 If the proposal is for a postgraduate award course, please indicate the application closing date:
- For domestic students, closing date for applications is: 15/02/2020 (semester 1 TBC)
- For international students, closing date for applications is: 31/01/2020 (semester 1)

4.8 Second semester admission: ☒ Yes

4.9 International student admission:
- ☒ Yes
- Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)?
- Yes ☒ No
- If yes, please indicate IELTS equivalent:
- ☒ IELTS - Overall band score of 7.0 or better, with no component being below 6.5

Other international student entry requirements: Any additional criteria will be determined by faculties in relation to the specialisation.

PART 5: External registration codes

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

5.1 CRICOS Code:
- ☒ Application pending
- ☐ Not applicable

International Services will apply for a Commonwealth Register of International Courses for Overseas Students code on behalf of the University. Courses that are not offered to international students do not require a CRICOS code. Courses offered by distance or online only cannot be registered.

5.2 UAC Code:
- ☐ Application pending
- ☒ Not applicable

The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

PART 6: Academic purpose

6.1 Academic rationale

Provide an academic rationale for the course or the amendment to the course.

The course exists to develop advanced knowledge, theoretical understanding and methodological skills within an area of specialisation to graduates of bachelor degrees to prepare them to undertake a higher degree by research. Through advanced coursework, methodological training and supervised research, the Master of Advanced Studies develops outcomes in knowledge, skills and the application of that knowledge and those skills to research to a higher level than bachelor honours courses, and provides comprehensive preparation for doctoral study.
6.2 Academic aims and objectives

State the academic aims of the course or the amendment to the course.

The research-track Master of Advanced Studies develops advanced disciplinary knowledge, understanding and research skills, and will serve as the University of Sydney’s preferred preparation for a PhD. It will provide a common course structure that allows for embedded disciplinary specialisations. To prepare students for a higher degree, coursework is designed to develop advanced knowledge and theoretical understanding, build skills in research methods and develop a capacity for critical analysis. The coursework components will free up time within the PhD itself (and help improve completions) by enabling a higher level of preparation prior to commencement of the PhD. The enhanced research preparation pathway will also free up time for industry engagement experiences advocated in both the Watt\(^5\) and ACOLA\(^6\) reviews. A research project component will develop the ability to apply knowledge, methodological skills and theoretical understanding to a complex research question.

The Master of Advanced Studies builds on disciplinary expertise developed in a bachelor degree. Where the research specialisation is in a cognate area to the undergraduate disciplinary expertise the advanced coursework and research project build directly on that expertise over 72 credit points. Where the research specialisation is not in a cognate discipline to the undergraduate disciplinary expertise, the degree structure allows for a further 24 credit points of study (including up to 24 credit points at 3000 level where appropriate) to develop the discipline expertise to the level normally expected of a bachelor graduate before undertaking the advanced coursework.

6.3 Statement of learning outcomes

State the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course.

The Master of Advanced Studies degree qualifies individuals who apply an advanced body of knowledge, in their specialisation, for scholarship and as a pathway for further research. Students will develop advanced knowledge of research principles and methods via coursework and apply these to a field of scholarship via completion of a research project.

Students will apply knowledge or research methods and principles including critical thinking and problem solving to generate a research project proposal that demonstrates consideration of multiple viewpoints and questioning of ideas, established theories, evidence and assumptions. Students will be able to propose complex ideas, investigate abstract concepts and evaluate hypotheses and alternative arguments.

Students will effectively communicate their research findings using language appropriate to a range of audiences and contexts both within and outside their discipline, and will, where appropriate, demonstrate cultural awareness to effectively engage others in a coherent argument, process, idea or vision that is supported by evidence obtained through their scholarship.

Graduates of the Master of Advanced Studies will be able to autonomously apply research methods and ethics, effective communication, information literacy and demonstrate familiarity with the evolving practice of one or more recognised disciplines to plan and implement a novel research project that contributes to scholarship and knowledge discovery.

6.4 Statement of graduate qualities for undergraduate award courses

| 6.4.1 | Depth of disciplinary expertise – N/A |
| 6.4.2 | Broader skills: – N/A |
|       | • Critical thinking and problem solving |
|       | • Communication (oral and written) |
|       | • Information/digital literacy |
|       | inventiveness |
| 6.4.3 | Cultural competence – N/A |
| 6.4.4 | Interdisciplinary effectiveness – N/A |
| 6.4.5 | An integrated professional, ethical and personal identity – N/A |
| 6.4.6 | Influence – N/A |


Approved by the Academic Board, 6 March 2018; amended 5 April 2018
PART 7. Learning and teaching

7.1 Course structure

The features of the Master of Advanced Studies are:

- 96 credit point coursework Masters degree;
- admission on the basis of a completed Bachelor Degree with WAM of 65 or higher;
- up to 24 points of credit for final year (3000-level or higher) Bachelor study in a cognate area equating to a reduction by one semester of the volume of learning in the degree;
- a research project of 24-36 credit points;
- a minimum of 72 credit points at 4000 level or higher;
- a minimum of 36 credit points at 5000-level or higher;
- at least 6 and no more than 12 credit points at 5000 level in the OLE or in faculty-based research units in Table R;
- at the discretion of the faculty offering the specialisation (for students requiring additional preparation) a maximum of 24 credit points of 3000 level disciplinary units;
- the component approved and managed by the faculty would be a Specialisation (60 – 66 credit points or 84 – 90 if 3000 level units included) comprising:
  - the project (24-36 credit points);
  - 4000 level and 5000 level Advanced Coursework;
  - optionally, 24 credit points of disciplinary study at 3000 level for students requiring additional preparation;
- governance of the stand-alone degree is through the Board of Interdisciplinary Studies, with governance, management and delivery of Specialisation by the faculty offering the specialisation.

Sample structures are shown in the Tables below. Each row is 24 credit points (notionally a semester). In cases where the Specialisation is only open to those with an undergraduate major or equivalent in a cognate discipline, the first (yellow) row should be deleted and the degree would be 72 credit points.

Table 1: 24 credit point project

<table>
<thead>
<tr>
<th>3000 level disciplinary unit</th>
<th>3000 level disciplinary unit</th>
<th>3000 level disciplinary unit</th>
<th>3000 level disciplinary unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000 level advanced coursework</td>
<td>4000 level advanced coursework</td>
<td>4000 level advanced coursework</td>
<td>4000 level advanced coursework</td>
</tr>
<tr>
<td>Research Project</td>
<td>Research Project</td>
<td>5000 level advanced coursework</td>
<td>5000 level OLE unit</td>
</tr>
<tr>
<td>Research Project</td>
<td>Research Project</td>
<td>5000 level advanced coursework</td>
<td>5000 level advanced coursework or OLE</td>
</tr>
</tbody>
</table>

Table 2: 36 credit point project

<table>
<thead>
<tr>
<th>3000 level disciplinary unit</th>
<th>3000 level disciplinary unit</th>
<th>3000 level disciplinary unit</th>
<th>3000 level disciplinary unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>Research Project</td>
<td>4000 level advanced coursework</td>
<td>4000 level advanced coursework</td>
</tr>
<tr>
<td>Research Project</td>
<td>Research Project</td>
<td>5000 level advanced coursework</td>
<td>5000 level OLE unit</td>
</tr>
<tr>
<td>Research Project</td>
<td>Research Project</td>
<td>5000 level advanced coursework</td>
<td>5000 level advanced coursework or OLE</td>
</tr>
</tbody>
</table>

Table 3: 24 credit point project in final semester

<table>
<thead>
<tr>
<th>3000 level disciplinary unit</th>
<th>3000 level disciplinary unit</th>
<th>3000 level disciplinary unit</th>
<th>3000 level disciplinary unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000 level advanced coursework</td>
<td>4000 level advanced coursework</td>
<td>4000 level advanced coursework</td>
<td>5000 level OLE unit</td>
</tr>
<tr>
<td>5000 level advanced coursework</td>
<td>5000 level advanced coursework</td>
<td>5000 level advanced coursework</td>
<td>5000 level advanced coursework</td>
</tr>
<tr>
<td>Research Project</td>
<td>Research Project</td>
<td>Research Project</td>
<td>Research Project</td>
</tr>
</tbody>
</table>
Table 4: 36 credit point project in final year

<table>
<thead>
<tr>
<th>3000 level disciplinary unit</th>
<th>3000 level disciplinary unit</th>
<th>3000 level disciplinary unit</th>
<th>3000 level disciplinary unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000 level advanced coursework</td>
<td>4000 level advanced coursework</td>
<td>4000 level advanced coursework</td>
<td>5000 level OLE unit</td>
</tr>
<tr>
<td>4/5000 level advanced coursework</td>
<td>Research Project</td>
<td>Research Project</td>
<td>Research Project</td>
</tr>
<tr>
<td>4/5000 level advanced coursework</td>
<td>Research Project</td>
<td>Research Project</td>
<td>Research Project</td>
</tr>
</tbody>
</table>

The proposed specialisations for offer from 2020 are:

- Oral Health: 66cp for students with a specialisation in a cognate area, or 84 credit points for students without an undergraduate major or specialisation in a cognate area. Both include a 36cp project at 4000-level or above.

Specialisations likely to be proposed for offer from 2021 or later:

- The Faculty of Medicine and Health will develop a specialisation in Pharmacy consisting: 60cp for students with a specialisation in a cognate area, or 90 credit points for students without an undergraduate major or specialisation in a cognate area. Both include a 36cp project at 5000-level.
- Jointly, the Faculty of Medicine and Health and Faculty of Science may develop specialisations in medical science areas of study.
- The Faculty of Science has expressed an intention to develop specialisations in a range of areas where there are currently honours specialisations and advanced coursework including: Human Movement; Health; History and Philosophy of Science; Medicinal Chemistry; Data Science; Marine Science; Cell & Developmental Biology; Nanoscience and Technology; Chemistry; Environmental Studies; Geography; Geology; Geophysics; Computer Science; Information Systems; Software Development; Biochemistry and Molecular Biology; Biology; Genetics and Genomics, Microbiology; Mathematics (Applied); Mathematics (Pure); Statistics; Immunology; Physics; Psychology; Environmental Science, Agriculture; Agroecosystems; Animal and Veterinary Bioscience; Animal Health, Disease and Welfare; Animal Production; Food and Agribusiness; Food Science; Plant Production; Soil Science and Hydrology.
- The Conservatorium of Music have expressed interest in developing a Music specialisation.
<table>
<thead>
<tr>
<th>UoS collection name</th>
<th>UoS code</th>
<th>UoS name</th>
<th>Core = CO</th>
<th>Elective = EL</th>
<th>Barrier = BA</th>
<th>Capstone = CP</th>
<th>Existing = YES</th>
<th>New = provide ASCED</th>
<th>Session(s)</th>
<th>Course year first offered</th>
<th>Campus</th>
<th>Credit points</th>
<th>Teaching department</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Year One Core</td>
<td>ABCD1234</td>
<td>The Sociology of Consumption</td>
<td>CO</td>
<td>909301 Junior</td>
<td>S1C and S2CIAU</td>
<td>2016</td>
<td>CC</td>
<td>6</td>
<td>Sociology and Social Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Health specialisation</td>
<td>See enclosed Table A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7.2 Pedagogical approach

The research-track Master of Advanced Studies provides a common architecture across the University which allows combination of coursework with a research project designed to build skills in research methods and a range of proficiencies relevant to professional practices for researchers in the area of specialisation. The pedagogical approach will be particularised according to the disciplinary specialisation according to three broad approaches:

1. Lectures, tutorials, seminars and, in appropriate disciplines, laboratory-based learning in advanced coursework units.
2. Supervised research in the research project.
3. Blended and online learning in units in the Open Learning Environment (OLE) and in Table R.

Table R is a table of research-oriented units that comprises all the 5000 level units in the Open Learning Environment and also faculty-specific research preparation and research methodology units restricted to students within a particular discipline or faculty. OLE units are designed to enable students to build skills and extend knowledge according to their own needs. A whole-of-University process is currently underway to develop 5000-level OLE units for offer from 2020. These OLEs aim at building capacity in key areas to prepare students for a research career:

- Quantitative analysis
- Qualitative analysis
- Ethics
- Engagement

7.3 Assessment procedures

<table>
<thead>
<tr>
<th>Proposed assessment regime</th>
<th>Proportion of assessment regime (%)</th>
<th>Use of external assessors/examiners (Yes/No) (if yes, please provide details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework units</td>
<td>To be determined by faculty</td>
<td>No</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groupwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Learning Environments units</td>
<td>To be determined by Faculty and approved by Board of Interdisciplinary Studies</td>
<td>No</td>
</tr>
<tr>
<td>Research project</td>
<td>100%</td>
<td>Yes. The project will be assessed by two examiners, at least one of whom shall be a continuing or contract staff member of the University of Sydney</td>
</tr>
</tbody>
</table>

7.4 Assurance of learning

The assessment regime has been designed to scaffold student learning throughout the degree. Students will be provided with formative and summative assessments throughout their studies, with an aim to developing proficiencies that are critical competencies for a research practitioner and will lead to independent thinking that can be applied in a capstone assessment of the research project. Students will be required to complete assessments with a strong emphasis on advanced knowledge of their specialisation and proficiency in research methods. Unit of Study learning outcomes will be mapped to the learning outcomes of the specialisation, using the University's curriculum mapping system, Sydney Curriculum.

Each specialisation involves a research project which draws together and synthesises the disciplinary expertise that the student has acquired in bachelor study and in the advanced coursework and applies it to a research problem. As a capstone unit, the research project provides assurance that the learning outcomes have been achieved.

7.5 Quality assurance arrangements and program review

All courses are subject to ongoing monitoring and review following the processes and policies established by the Academic Board. Where such monitoring and review raises issues of concern, the Academic Board may refer such matters to the Deputy Vice-Chancellor (Education) or the Deputy Vice-Chancellor (Research) for appropriate action. In cases where reviews and monitoring indicate persistent problems, a faculty may be required to show cause why a course should not be withdrawn. Provide details of practices and processes to be implemented to:

- Monitor, measure and achieve quality learning and teaching
- Faculties will appoint a coordinator for each specialisation to determine admission of candidates, coordinate delivery of units, liaise with supervisors, lead monitoring of quality and report to faculty committees.
- Faculties establish standing committees with responsibility for excellence in educational outcomes.
and experience as specified in the Learning and Teaching Policy 2015, Part 4, 23 (5).
- Faculties review and act on educational quality data each semester and monitor breaches of academic integrity.
- Heads of School (or equivalent as described in the Learning and Teaching Policy 2015) appoint unit of study coordinators (Part 5, 23 (9))

| Review content, delivery and resolutions of the course | • Specialisation coordinator leads review of units and reports to relevant faculty committee. Faculties develop and maintain alignment of curricula and the quality of learning and teaching to achieve award outcomes at a high level.
• Faculties will conduct comprehensive reviews of specialisations, including external referencing and benchmarking every seven years as specified in the Learning and Teaching Policy 2015 Part 2, 11(6) – (7) and the Higher Education Standards Framework clause 5.3 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and rationalise Units of Study for the course</td>
<td>• Unit of Study coordinators align learning outcomes of the unit with the award course, review curriculum design, assessment and learning activities and align with program learning goals and graduate qualities, gather, review and act on data on educational quality, administer surveys of educational experience, review educational integrity and provide reports to the Faculty Board.</td>
</tr>
</tbody>
</table>
| Educational integrity | • Educational Integrity Coordinators within faculties monitor educational integrity within faculties, investigate suspected breaches and take appropriate action.
• The Office of Educational Integrity within the Education Portfolio supports the work of Educational Integrity Coordinators within faculties and coordinates University-wide initiatives in education, prevention and detection to improve educational integrity. |

Please indicate what processes are in place to guarantee the quality of academic staffing, available resources for teaching and provision of adequate curriculum delivery, assessment and authentication of student work.

In addition to the policies for recruiting academic staff and the oversight provided by the presence, on every selection committee, of a representative of the Academic Board, Initiative 3 of Strategy 5 of the Strategic Plan has developed a refreshed approach to support for professional learning within the Educational Innovation Team of the Education Portfolio. The hub-and-spoke structure is responsive to faculty needs to support innovation and quality for ongoing, contract, sessional and casual teaching staff. The aim is to provide on-demand training that takes due account of the demands of academic workloads.

New members of staff are required to complete the 'Principles and Practice' program as part of the confirmation process. A Graduate Certificate in Educational Studies (Higher Education) is available to all teaching staff. These formal professional learning courses complement the informal opportunities available to all staff in areas such as curriculum development, teaching delivery and assessing for academic integrity.

7.6 Student workload
Student workload should be consistent with the credit points assigned for the Units of Study. It is assumed that a twenty-four credit point load for a semester should equate on average to 35 – 45 hours work per week, including preparation time. It is accepted that students may make greater contributions of time voluntarily and during peak periods.

<table>
<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>Variable per specialisation</td>
</tr>
<tr>
<td>Tutorials</td>
<td>Variable per specialisation</td>
</tr>
<tr>
<td>Practical experience</td>
<td>Variable per specialisation</td>
</tr>
<tr>
<td>Independent study</td>
<td>Variable per specialisation</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>Variable per specialisation</td>
</tr>
<tr>
<td>Research Seminars</td>
<td>Variable per specialisation</td>
</tr>
<tr>
<td>Supervised Research</td>
<td>Equates to between 25% and 50% of the total workload for the degree depending on the length of the project and the whether a 72 or 96 credit point total duration.</td>
</tr>
<tr>
<td>Supervised research</td>
<td>50% - 100% depending on project size</td>
</tr>
</tbody>
</table>
Other (please specify): Given the diversity of options available to students through choice of specialisation, it is not possible to provide meaningful aggregated data in this table that would apply across the course.

At the moment the process for monitoring and regulating student workload is the Learning and Teaching Policy 2015 which requires faculties to monitor student workload in the design phase of units of study and to consider student workload in assigning credit point value according to the following principles: [Learning and Teaching Policy 2015, Clause 18 (10) (h)]
1. (i) 24 credit points equates to the effort expected of a full-time student, studying 36 – 48 hours per week or pro-rata for part-time students.
2. (ii) A single credit point should therefore equate notionally to a minimum expectation of 1.5 – 2 hours of student effort per week for units of study offered over a semester.
3. (iii) Flexibility between different units may be exercised in the allocation of credit point value to accommodate any tensions between the duration of core learning experiences and their perceived importance in achieving learning outcomes for the award course.

Introduction of a curriculum mapping tool: ‘Sydney Curriculum’, and subsequently of a curriculum management tool envisaged as part of Strategy 4 Initiative 1 will enable faculties and the University to regulate and spread student workload more accurately.

Workload for assessment tasks
Provide an indication of how submission of assessment tasks will be managed and coordinated to prevent excessive and unduly stressful workload demands (e.g. use of intensive teaching, catering for part-time students).

Initiative 2 of Strategy 5 of the Strategic Plan aims to create environments that enable flexible and interactive learning that will sharpen the effectiveness of assessment and reduce its volume, using analytics to give staff and students feedback on learning and on gaps in understanding. While the workload is not envisaged to shift in overall terms, initiatives in Strategy 5 of the Strategic Plan are intended to give staff and students greater control over teaching and learning. Initiative 2 of Strategy 5 aims to create contemporary environments that enable more flexible and interactive learning, including the development of a University-wide virtual learning environment. This will create a virtual extended classroom for each unit which will open up opportunities for richer learning interactions beyond timetabled classes. This approach will be developed in the Open Learning Environment and the Education Portfolio will support the spread of innovative practices to all units through the Strategic Innovation Grant Scheme. Combined with the analytics capacity described in 7.3, an overarching goal is to use flexible and interactive learning spaces, including virtual learning spaces to give students control over their learning, enabling them to manage learning and direct their own priorities.

Provide an indication of how the academic course load, including the weight given to any dissertation component, compare with other similar course loads offered by the University.

This is a masters degree by coursework (AQF level 9) comprised of the following:
- units at 5000 level in Table R (6 – 12 credit points);
- the ‘specialisation’ component approved and managed by the faculty (60 – 66 credit points, or 84 – 90 if 3000-level units including):
  - advanced coursework at 4000 and 5000 level and above; (min 72 credit points at 4000 level or higher and min 36 credit points at 5000-level or higher)
  - a research project (24-36 credit points);
  - students without an undergraduate specialisation in a cognate area would be required to do up to 24 credit points at 3000-level.

The Master of Advanced Studies places emphasis on coursework at 4000 and 5000-level, with a research project component of a standard size (24-36 credit points). By contrast, honours degrees across the University include a variable thesis component that ranges from a dissertation worth 12 credit points (eg the Bachelor of Engineering Honours) to a 36cp thesis, with some advanced coursework units which are limited to the 4000-level.

Specialisations may have some crossover with other masters degrees offered by the faculty, but in many cases it is envisaged that students who have specialised in a cognate area will gravitate towards the research-track Master of Advanced Studies, whereas students who are new to the discipline may opt for the pre-existing masters.

Describe how student workload through the semester is managed so as to ensure optimal time for depth of research and learning.
7.7 Academic advice, support and student representation

Faculties will appoint a coordinator for each specialisation who will be responsible for ensuring appropriate academic advice is available for students undertaking that specialisation. Responsibility for student support rests with the Associate Dean Student Life in the faculty in which the specialisation is offered.

Students undertaking the Master of Advanced Studies will be guided by a specialisation coordinator, unit of study coordinators and individual teachers who will support and lead students for the whole of teaching period for which each unit of study is provided. An LMS website will be available for each unit of study and will meet requirements stipulated in 11(1) of the Learning and Teaching Procedures 2016. Students will be provided with opportunity to give feedback on the unit of study via a student experience survey for each unit of study.

Students will have a coordinating supervisor for the research project component of the specialisation, who is appointed by the Postgraduate Coordinator in the faculty that offers the specialisation that the student is enrolled in.

Student representation at faculty level shall be through student representatives on school postgraduate committees faculty committees and faculty boards and university school boards as set out in the University of Sydney (Governance of Faculties and University Schools) Rule 2016 (GOFUS Rule).

As set out in the GOFUS rule (7.4 (2)), the Board of Interdisciplinary Studies is responsible for ensuring that appropriate advice and student support is available through participating faculties.

The Board of Interdisciplinary Studies will appoint an inter-faculty committee with staff and students from participating faculties which will report to the Board of Interdisciplinary Studies.

7.8 Remediation and reassessment

There are no proposals in this review to change current remediation and reassessment practice over and above those that already exist in the resolutions of the individual faculties, and the changes to examinations and the Assessment Procedures approved previously by the University Executive and currently being considered by the Academic Board.

7.9 Combined degrees and inter-faculty arrangements

As noted above, governance of the stand-alone degree is through the Board of Interdisciplinary Studies (BIS), with governance, management and delivery of Specialisation by the relevant faculty. The BIS will appoint an inter-faculty committee with staff and students from participating faculties which will report to the BIS. The terms of reference for the committee, which will be determined by the BIS, will include monitoring the student experience in the Master of Advanced Studies through student feedback, course surveys and consultation.

7.10 Influence of external accreditation or other professional requirements

The Master of Advanced Studies aims to prepare students for research in a higher degree by research and will not normally have a professional accreditation outcome. The research project within each specialisation (24 – 36 credit points) is the capstone project in which the student draws together the theoretical and methodological knowledge and skills developed during the degree and applies them to the design and implementation of a research project and to reporting the results and conclusions. The research project is a substantial aspect of the 60-66cp Specialisation and
will provide students with opportunity to plan and execute a project and report research findings relevant to their specialisation and to contribute to the evolving knowledge and practice of the discipline.

7.11 Joint ventures with other universities

Not applicable.

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* | Yes |
| 7.12.3 | Will there be new Resolutions or changes to existing **Course Resolutions** for the proposed course or amended course? *If Yes, complete Appendix 3a or 3b (there are separate Appendices for undergraduate and postgraduate courses)* | Yes |

**Academic dress**

Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the *Resolutions of the Senate relating to Academic Dress*. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval.

| 7.12.4 | Will there be changes to the academic dress due to the introduction of the proposed new award course? *If Yes, contact the office of the Deputy Vice-Chancellor (Registrar)* | Yes |

**Transitional arrangements**

If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.

| 7.12.5 | Last semester intake under existing Resolutions | Domestic | N/A |
| 7.12.6 | Are there international students who are currently undertaking foundation or English language studies and planning to take this course? E.g. students who received a package offer. If yes, what provisions are in place for such students? | N/A |
| 7.12.7 | **For course deletions**, advise the last date for enrolments into the existing course | N/A |
| 7.12.8 | **For course deletions**, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students | N/A |
| 7.12.9 | **For course deletions**, outline the provisions in place for students enrolled under existing Resolutions | N/A |
PART 8: Resources

It is important that faculties consult with academic staff and professional services units to ensure that adequate resources are available to support the delivery of a new award course and to discuss any impact(s) that amendment(s) to an existing course may have on current resources.

8.1 Teaching and support staff

<table>
<thead>
<tr>
<th>9.1.1</th>
<th>Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course. <em>(It is not necessary to provide detailed information on the names or qualifications of individual staff members)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No significant changes are envisioned as a result of this proposal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.1.2</th>
<th>What are the strengths of the department/school relevant to this proposal?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Masters of Advanced Studies has provides a common degree architecture to ensure students from across the University are prepared for HDR in a consistent manner. Specialisations that are offered into the degree are owned by the relevant faculty, allowing the University to capitalise on the disciplinary strengths of each department and school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.1.3</th>
<th>Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed. Please include in this section the use of supervisors for professional placements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The staffing required is fully in place.</td>
</tr>
</tbody>
</table>

8.2 Teaching space and related facilities

<table>
<thead>
<tr>
<th>9.2.1</th>
<th>Teaching rooms</th>
<th>No additional space or facilities are required for this course over and above those already in place.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2.2</td>
<td>Lecture theatres</td>
<td>No additional space or facilities are required for this course over and above those already in place.</td>
</tr>
<tr>
<td>9.2.3</td>
<td>Laboratories</td>
<td>No additional space or facilities are required for this course over and above those already in place.</td>
</tr>
<tr>
<td>9.2.4</td>
<td>Staff offices</td>
<td>No additional space or facilities are required for this course over and above those already in place.</td>
</tr>
<tr>
<td>9.2.5</td>
<td>Storage or other space required including any which needs to be rented externally</td>
<td>No additional space or facilities are required for this course over and above those already in place.</td>
</tr>
<tr>
<td>9.2.6</td>
<td>Professional placement locations</td>
<td>No additional space or facilities are required for this course over and above those already in place.</td>
</tr>
</tbody>
</table>

8.3 IT requirements

Provide details of the nature and cost of computer technology (i.e. computer hardware and software, teaching technology, etc.) and other equipment (e.g. specialised IT resources such as videoconferencing, data projectors, laboratory equipment such as microscopes) required to deliver and support the proposed award course.

<table>
<thead>
<tr>
<th>9.3.1</th>
<th>Computer technology</th>
<th>Consultation with ICT has confirmed no additional resources will be required beyond those now used by the University to deliver courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3.2</td>
<td>Other equipment</td>
<td></td>
</tr>
</tbody>
</table>

8.4 Library resources

Faculties are required to consult with the relevant Library liaison contact at the University Library about matters relating to library resources. The course proposal needs to be forwarded to the Librarian as soon as possible to allow at least one week for the assessment of impact on Library resources. The Librarian must complete Appendix4 Library Impact Statement and any concerns raised about library holdings will need to be addressed in the proposal. Faculties should also discuss any potential impact that projected student load/numbers will have on Library resources.
APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Resolutions of the Senate

1. Degrees, diplomas and certificates of the Board of Interdisciplinary Studies

(1) With the exception of the Doctor of [HIGHER DOCTORATE TITLE] 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 Board of Interdisciplinary Studies. The Doctor of Philosophy is provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2020. 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></td>
<td>Master of Advanced Studies</td>
<td>MAdvStudies</td>
<td>72-96</td>
</tr>
</tbody>
</table>
Master of 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 ‘Coursework Policy’), 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, the Academic Honesty Procedures 2016 and the Global Mobility Policy (2018). Current versions of all policies 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></td>
<td>Master of Advanced Studies [72 credit points]</td>
</tr>
<tr>
<td></td>
<td>Master of Advanced Studies [96 credit points]</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice. Some units of study are available in distance mode. Visa restriction normally restrict International students studying within Australia to taking a maximum of 25% of courses via distance mode.

3. Master’s type

This degree is a research pathway master’s course, as defined by the Coursework Rule 2014 and the Coursework Policy 2014.

4. Research specialisation (streams)

(1) The Master of Advanced Studies [72 credit points] is available in the following research specialisations (streams) offered by the Faculties or University Schools indicated in parentheses after each research specialisation:
   (a) Oral Health (Medicine and Health)
(2) The Master of Advanced Studies [96 credit points] is available in the following research specialisations or streams offered by the Faculties or University Schools indicated in parentheses after each research specialisation:
   (a) <None>
(3) Completion of a research specialisation is a requirement of the course.
(4) Candidates wishing to transfer between research specialisations should contact the relevant specialisation coordinators and then the Student Centre.

5. Cross-faculty management

(1) Candidates in this degree will be under the general oversite of the Board of Interdisciplinary Studies. Candidates will be under the academic supervision of the Faculty or University School offering the research specialisation as specified in Section 4. The Faculty or University School offering the research specialisation shall manage admission and candidature of students in each specialisation, organise the teaching for that specialisation, respond to faculty-level appeals for students in the specialisation, appoint supervisors for the research project, organise assessment and award a Research Achievement Mark as set out in section 12.
(2) The Dean of the faculty, or Dean and Head of School of the University School offering the specialisation in which a student is enrolled and the Chair of the Board of Interdisciplinary Studies shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

6. Admission to candidature

(1) Available places will be offered by the Faculty or University School offering the research specialisation which the student aspires to study to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.
(2) Admission to the Master of Advanced Studies [72 credit points] is on the basis of prior bachelor level study in a cognate discipline.
(3) Admission to the Master of Advanced Studies [96 credit points] is on the basis of prior bachelor level study in a relevant discipline.
(4) Cognate disciplines for each research specialisation are listed in Table A for the Master of Advanced Studies.
(5) Relevant disciplines for each research specialisation are as decided by research specialisation coordinator and approved by the relevant Associate Dean. A cognate discipline may be regarded as a relevant discipline for purposes of admission to the Master of Advanced Studies [96 credit points] where, in the judgement of the relevant Associate Dean, additional disciplinary study is recommended prior to commencing 4000-level advanced coursework and a research project.
7. Requirements for award

(1) The units of study that may be taken for each research specialisation are set out in:
   (a) Table A for the Master of Advanced Studies;
   (b) Table R for Higher Degree by Research awards.

(2) To qualify for the award of the Master of Advanced Studies [72 credit points] a candidate must complete:
   (a) 72 credit points, including:
       (i) units of study (including research project units of study) at 4000 level or higher as set out for the research discipline in Table A to the value of 72 credit points including:
       (ii) Units of study (including research project units of study) at 5000 level or higher as set out for the research discipline in Table A to a minimum value of 36 credit points;
       (iii) A minimum of 6 credit points at 5000 level or above from Table R; and
       (iv) Research project units to a minimum of 24 and a maximum of 36 credit points.

(3) To qualify for the award of the Master of Advanced Studies [96 credit points] a candidate must complete
   (a) 96 credit points, including:
       (i) a maximum of 24 credit points of units of study at 3000 level;
       (ii) Units of study (including research project units of study) at 4000 level or higher as set out for the research discipline in Table A to a minimum value of 72 credit points including:
       (iii) Units of study (including research project units of study) at 5000 level or higher as set out for the research discipline in Table A to a minimum value of 36 credit points;
       (iv) A minimum of 6 credit points at 5000 level or above from Table R; and
       (v) Research project units to a minimum of 24 and a maximum of 36 credit points;

   (b) For students admitted according to 6 (7) above the relevant Associate Dean in the faculty offering the research specialisation shall determine whether they should proceed under the requirements for 7 (2) (a) or 7 (2) (b).

(4) Research project units shall lead to the submission of a thesis subject to the following requirements;
   (a) The thesis shall be in a form established by the faculty offering the research specialisation;
   (b) The thesis shall be examined by two examiners, at least one of whom shall be a continuing or contract employee of the University of Sydney;
   (c) The thesis shall be awarded a Project Mark which shall be used in the calculation of the Research Achievement Mark specified in Section 14 below.

8. Recognition of prior learning

(1) Waivers may be granted or the volume of learning may be reduced in recognition of prior learning in accordance with the Coursework Policy 2014 (Note: a waiver on its own waives a requirement but does not reduce the volume of learning for the degree as a whole).

(2) Candidates for the Master of Advanced Studies [96 credit points] may be eligible for a reduction in the volume of learning of up to 24 credit points, subject to the following:
   (a) A reduction in the volume of learning given in to a maximum of 24 credit points for a bachelor degree in a cognate discipline as determined by Faculty offering the Research Specialisation;
   (b) A reduction in the volume of learning to a maximum of 24 credit points for an honour bachelor degree, Graduate Certificate or Graduate Diploma;

Approved by the Academic Board, 6 March 2018; amended 5 April 2018
(c) The maximum reduction in the volume of learning on the basis of prior learning is 24 credit points.

(3) Notwithstanding any reduction in the volume of learning granted on the basis of work completed or prior learning, in order to qualify for an award a student must complete at least 50 per cent of the requirements prescribed for the award course at the University of Sydney.

9. Progression rules
Except with the permission of the research specialisation coordinator, candidates proceeding under 7 (2) (b) must pass relevant 3000 level units of study specified in Table A before proceeding to 4000, 5000 and project units of study.

10. Cross-institutional study
Cross-institutional study is available in this course subject to the approval of the research specialisation coordinator and the relevant Associate Dean.

11. International exchange
International exchange and global mobility is allowed in this course subject to the approval of the research specialisation coordinator and the relevant Associate Dean.

12. Award of the master's degree
(1) The Master of Advanced Studies [72 credit points] and the Master of Advanced Studies [96 credit points] will be awarded in the pass grade.
(2) The transcript for the Master of Advanced Studies will record a Research Achievement Mark which may be used to calculate an honours equivalent mark or similar for use in the future award of research scholarships.
(3) The Research Achievement Mark will be based on the Project Mark as specified in in 7(3) above and the weighted average mark for all Table A units of study taken for the research specialisation at 4000 and higher according to the formula specified in Table A for the Master of Advanced Studies.
(4) Results in units from the Open Learning Environment will not be used in the calculation of the Research Achievement Mark.
(5) The testamur for the Master of Advanced Studies [72 credit points] and the Master of Advanced Studies [96 credit points] will specify the Research Specialisation completed.

13. Commencement of these resolutions
(1) These resolutions apply to students who commenced their candidature after 1 January 2020.
Oral Health Specialisation

Achievement of a specialisation in Oral Health for students with an undergraduate specialisation in a cognate area (a major or equivalent) requires 66 credit points of units at 4000-level and above including:

(a) 30 credit points of 5000-level advanced coursework units; and

(b) 36 credit points of 5000-level research project units.

Units of study

The relevant units of study are listed below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

5000-level units of study

Full list of possible existing and proposed units below

Advanced coursework units

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENT5013 Preventive Dentistry</td>
<td>6</td>
</tr>
<tr>
<td>DENT5015 Population Oral Health</td>
<td>6</td>
</tr>
<tr>
<td>DENT5014 Dental Health Services</td>
<td>6</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>CEPI 5100</td>
<td>Introduction to Clinical Epidemiology</td>
</tr>
<tr>
<td>CEPI 5215</td>
<td>Writing and Reviewing Medical Papers</td>
</tr>
<tr>
<td>DENT 5xxx</td>
<td>Quality and Safety in Oral Health Care</td>
</tr>
<tr>
<td></td>
<td>(To be developed if suitable alternative not available from existing UoS)</td>
</tr>
<tr>
<td>DENT 5xxx</td>
<td>Clinical Education in Dentistry</td>
</tr>
<tr>
<td></td>
<td>(To be developed if suitable alternative not available from existing UoS)</td>
</tr>
<tr>
<td><strong>Research project units</strong></td>
<td></td>
</tr>
<tr>
<td>DENT 5xxx</td>
<td>Research Project</td>
</tr>
<tr>
<td></td>
<td>(To be developed)</td>
</tr>
</tbody>
</table>
APPENDIX 4: LIBRARY IMPACT STATEMENT

The information contained in this Appendix refers to Item 9.4 – Availability of Library resources and should be completed in consultation with the relevant Librarian. See http://www.library.usyd.edu.au/contacts/subjectcontacts.html.

The Library Director should sign on the front page of this course proposal, as confirmation that:
- The consultation has taken place
- Required library resources are available and/or
- Additional costs have been identified

This section to be completed by faculty

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills?</td>
</tr>
<tr>
<td>2.</td>
<td>Do you require an online reading list of high demand / required readings to be created through the library's eReadings service? Please forward your completed reading list to Library staff at least four weeks prior to the commencement of the unit so materials will be available for students.</td>
</tr>
<tr>
<td>3.</td>
<td>List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended.</td>
</tr>
</tbody>
</table>

This section to be completed by library staff

Library resources required

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the Library already collect resources in this area?</td>
<td>X Yes ☐ No</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
</tr>
</tbody>
</table>

Initial costs of acquiring basic resources (digital and non-digital) $AUD
- Monographs (including multimedia resources, reading list items and multiple copies)
- New journal titles (including back-runs)
- Additional databases / digital resources

Initial resources costs

Ongoing costs of resources $AUD
- Annual costs of maintain new subscriptions (journals and databases)
- The library might need to purchase new hard copy/e-resources and/or new editions of existing resources and/or subscribe to new databases in particular subject areas as they get released

Additional resource requirements

Comments

Implications

Existing library resources are adequate to support this course proposal. Depending on the enrolment numbers the library might need to increase the number of licenses for particular e-book and/or database access; the need for the increase is to be determined when the course commences and subject to available budget.

Estimated number of hours

Library Director’s comments*

* The Library Director should sign on the front page.
APPENDIX 7: AQF COMPLIANCE

TEMPLATE for AQF COMPLIANCE for a MASTERS DEGREE (COURSEWORK) COURSE

Faculties should complete this template for reporting to the Graduate Studies Committee of Academic Board

NAME OF COURSE Master of Advanced Studies [(Specialisation)] CODE TBA

1. Purpose

Check that the qualification is indeed a Level 9 Coursework Masters by:

(a) Ensuring that it follows a Level 7 (Bachelors) degree or a Level 8 (Graduate Diploma / Graduate Certificate / Honours) degree

(b) Ensuring that it is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

Faculty BIS response: Tick box: (a) Yes ☑ No ☐ (b) Yes ☑ No ☐

2. Learning Outcomes

Ensure that graduates: understand recent disciplinary or practice developments; know about the applicable research principles and methods; can reflect critically on theoretical knowledge; have the skills to investigate, analyse and synthesise complex information and problems and apply it to different bodies of knowledge; can evaluate complex ideas; have the communication and technical research skills to justify and interpret findings and conclusions to specialist and non-specialist audiences; have these skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship; can plan and execute a research-based project, capstone experience and/or piece of scholarship.

Faculty BIS response: The course is designed to meet the learning outcomes. Tick box: Yes ☑ No ☐

The quality of the learning outcomes is assured by the Board of Interdisciplinary Studies which has responsibility for academic governance of the degree. Sections 7.4 and 7.5 of the full course proposal set out Assurance of Learning and Quality assurance arrangements.

3. Volume of Learning

Is the degree building on disciplinary knowledge in the Level 7 or 8 qualification?

(a) If YES, the degree should be 1.5 years in length (72 credit points) following a Level 7 qualification, or 1 year (48 credit points) following a Level 8 qualification.

(b) If NO, the degree should be 2 years (96 credit points) following a Level 7 qualification, or 1.5 years (72 credit points) following a level 8 qualification.

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty BIS Response: The course has the appropriate volume of learning to meet the learning outcomes and these are aligned with the volume of learning specified for Level 9 qualifications under the Australian Qualifications Framework (AQF).

Tick box: Yes ☑ No ☐

Approved by the Academic Board, 6 March 2018; amended 5 April 2018
RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board approve the:

1. deletion of the specialisation “Forest and Atmosphere Interactions” within the Master of Agriculture and Environment;
2. revision of the Master of Agriculture and Environment Unit of Study Table to remove units within the specialisation “Forest and Atmosphere Interactions”; and
3. amendment to the Course Resolutions arising from the proposal with effect from 1 January 2019.

EXECUTIVE SUMMARY

The proposal is to delete the specialisation of “Forest and Atmosphere Interaction” within the Master of Agriculture and Environment.

This involves a revision to the Master of Agriculture and Environment Unit of Study Table, removing the specification “Forest and Atmosphere Interactions” including the units of study:

- AFNR5701 Plants and the Environment
- ENSY3002 Fire in Australian Ecosystems
- AFNR5705 Australian Forest Systems
- ENSY3003 Forest Ecosystem Science

There is no impact on any students as there are currently no students in this specialisation and therefore no requirement for transitional arrangements. The three remaining specialisations remain unchanged:

- Agricultural and Environmental Economics
- Agricultural and Environmental Technologies
- Horticultural Technologies

IMPLEMENTATION

No new entry to the specialisation from 1 January 2019. We realise this is a short time-frame, but as the units of study for this specialisation are no longer on offer, this implementation is essentially already in place and should be reflected in the Handbook and in Sydney Student. If we allow an intake for 2019 then there is potential for a student to choose this specialisation and if they do then there will need to be transitional arrangement in place.

ATTACHMENTS

1. Minor course amendment
2. Master of Agriculture and Environment Unit of Study Table
3. Master of Agriculture and Environment resolutions
Minor Course Amendment Proposal

Faculty: Science

Contact person: A/Prof. Daniel Tan

1. Name of award course
   Master of Agriculture and Environment

2. Purpose of proposal
   To amend the Course Resolutions for the Master of Master of Agriculture and Environment degree to remove “Forest and Atmosphere Interactions” specialisation.

3. Details of amendment
   The Graduate Diploma and Master of Agriculture and Environment Testamur will specify the area of specialisation:
   • Agricultural and Environmental Economics
   • Agricultural and Environmental Technologies
   • Forest and Atmosphere Interactions
   • Horticultural Technologies

4. Transitional arrangements
   If the proposed amendment(s) will affect students who are currently enrolled, transitional arrangements would be for these students to transfer to one of the three existing specialisations.

5. Other relevant information
   15-10-18

6. Signature of Dean
   [Signature]

Instruction information is indicated in italics, enclosed in a shaded box
MASTER OF AGRICULTURE AND ENVIRONMENT

Candidates for the Master of Agriculture and Environment complete a total of 72 credit points from Table A, including:

- 24 credit points of core units of study
- 24 credit points of elective units of study, including at least 12 credit points of specialisation elective units and
- 24 credit points of capstone units of study.

Students who have completed relevant prior learning at an equivalent level may be given up to 24 credit points advanced standing.

**Unit of study Table A**

<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>AFNR5511 Soil Processes, Assessment and Management</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AGRO4003 Crop and Pasture Agronomy</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AFNR5801 Climate Change: Process, History, Issues</td>
<td>6</td>
<td>A A basic understanding of climate change processes and issues.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ECOS3013 Environmental Economics</td>
<td>6</td>
<td>P AREC2003 or RSEC2031 or ECOS2001 or ECOS2901</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Capstone units**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR5905 Research Paper</td>
<td>6</td>
<td>P AFNR5901 and AFNR5904</td>
<td>AFNR5906</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AFNR5906 Research Communication</td>
<td>6</td>
<td>P AFNR5901 and AFNR5904</td>
<td>AFNR5905</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AFNR5901 Research Review</td>
<td>6</td>
<td>C AFNR5904</td>
<td>AFNR5902 or AFNR5903</td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

*Note: Department permission required for enrolment*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR5904</td>
<td>Research Proposal and Approach</td>
<td>6</td>
<td>C AFNR5901</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

**Specialisation electives**

**Agricultural and Environmental Economics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AREC3004</td>
<td>Economics of Water and Bio-Resources</td>
<td>6</td>
<td>P AREC2003 or RSEC2031 or ECOS2001 or ECOS2901</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td><em>This unit of study is not available in 2018</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECOS3006</td>
<td>International Trade</td>
<td>6</td>
<td>P ECOS2001 or ECOS2901</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ECOS3005</td>
<td>Industrial Organisation</td>
<td>6</td>
<td>P ECOS2001 or ECOS2901</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AREC3001</td>
<td>Production Modelling and Management</td>
<td>6</td>
<td>P AREC2001 or AGEC2103 or ECOS2001 or ECOS2901</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AREC3002</td>
<td>Agricultural Markets</td>
<td>6</td>
<td>P AREC2001 or AGEC2103 or ECOS2001 or ECOS2901</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AREC3005</td>
<td>Agricultural Finance and Risk</td>
<td>6</td>
<td>P AREC2001 or AGEC2103 or AREC2002 or AGEC2101 or ECOS2001 or ECOS2901</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**Agricultural and Environmental Technologies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRO4004</td>
<td>Sustainable Farming Systems</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENVI5708</td>
<td>Introduction to Environmental Chemistry</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AFNR5510</td>
<td>Crop Improvement</td>
<td>6</td>
<td>A Basic knowledge of plant genetics and breeding, similar to that covered by GENE4012 and GENE4013.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AFNR5502</td>
<td>Remote Sensing, GIS and Land Management</td>
<td>6</td>
<td>A ENVX3001 and SOIL3004.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Notes</td>
<td>Semester</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>AFNR5510</td>
<td>The Soil at Work</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AFNR5512</td>
<td>Water Management and Variable Climate</td>
<td>6</td>
<td>A UG Maths or Physics or Hydrology.</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Horticultural Technologies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR5210</td>
<td>Sustainable Horticultural Cropping</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AFNR5701</td>
<td>Plants and the Environment</td>
<td>6</td>
<td>This unit of study is not available in 2018</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AFNR5110</td>
<td>Crop Improvement</td>
<td>6</td>
<td>A Basic knowledge of plant genetics and breeding, similar to that covered by GENE4012 and GENE4013.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>HORT4005</td>
<td>Research and Practice in Horticulture</td>
<td>6</td>
<td>P HORT3005</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Forest and Atmosphere Interactions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR5704</td>
<td>Plants and the Environment</td>
<td>6</td>
<td></td>
<td>Semester 4</td>
</tr>
<tr>
<td>ENSY3002</td>
<td>Fire in Australian Ecosystems</td>
<td>6</td>
<td>P AGEN2005 or BIOL2023 or BIOL2923</td>
<td>Semester 4</td>
</tr>
<tr>
<td>AFNR5705</td>
<td>Australian Forest Systems</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENSY3003</td>
<td>Forest Ecosystem Science</td>
<td>6</td>
<td>P AGEN2001 or BIOL2023 or BIOL2923 or GEOS2421</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

*Students require a basic understanding of plant biology. Understanding principles of plant taxonomy and ecology will also be an advantage.*

**Other electives**
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFNR5107</td>
<td>Principles of Biochemical Analysis</td>
<td>6</td>
<td>N AGCH4007</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AGEN5001</td>
<td>Agricultural and Environmental Extension</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ECOS3002</td>
<td>Development Economics</td>
<td>6</td>
<td>P ECOS2001 or ECOS2901 or ECOS2002 or ECOS2902</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENVI5708</td>
<td>Introduction to Environmental Chemistry</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>GOVT6135</td>
<td>Global Environmental Politics</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHYS5031</td>
<td>Ecological Econ and Sustainable Analysis</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHYS5034</td>
<td>Life Cycle Analysis</td>
<td>6</td>
<td>Minimum class size of 5 students.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AREC3003</td>
<td>Econ of Minerals and Energy Industries</td>
<td>6</td>
<td>P AREC2003 or RSEC2031 or ECOS2001 or ECOS2901</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ECOS3002</td>
<td>Development Economics</td>
<td>6</td>
<td>P ECOS2001 or ECOS2901 or ECOS2002 or ECOS2902</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ECOS3005</td>
<td>Industrial Organisation</td>
<td>6</td>
<td>P ECOS2001 or ECOS2901 N ECOS2201</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENVI5809</td>
<td>Environmental Simulation Modelling</td>
<td>6</td>
<td>A This unit assumes a sound understanding of scientific principles, HSC level Mathematics and understanding of basic statistics.</td>
<td>Semester 2a</td>
</tr>
<tr>
<td>GEOG5004</td>
<td>Environmental Mapping and Monitoring</td>
<td>6</td>
<td>A This unit assumes a sound understanding of scientific principles, HSC level mathematics and understanding of basic statistics.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ECON5001</td>
<td>Microeconomic Theory</td>
<td>6</td>
<td>N ECON5040</td>
<td>Intensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>February Semester 1 Semester 2</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHYS5033</td>
<td>Environmental Footprints and IO Analysis</td>
<td>6</td>
<td>Minimum class size of 5 students.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>SUST5001</td>
<td>Introduction to Sustainability</td>
<td>6</td>
<td>This unit of study involves essay-writing. Academic writing</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Minimum class size of 5 students.
| skills equivalent to HSC Advanced English or significant consultation via the Writing Hub is assumed. |
Graduate Certificate in Agriculture and Environment
Graduate Diploma in Agriculture and Environment
Master of Agriculture and Environment

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>GCA6342101</td>
<td>Graduate Certificate in Agriculture and Environment</td>
</tr>
<tr>
<td>GDA6342101</td>
<td>Graduate Diploma in Agriculture and Environment</td>
</tr>
<tr>
<td>GCA6342101</td>
<td>Master of Agriculture and Environment</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 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 Agriculture and Environment
       (b) the Graduate Diploma in Agriculture and Environment
       (c) the Master of Agriculture and Environment
   (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. Admission to the Graduate Certificate in Agriculture and Environment is available only via transfer from the Master of Agriculture and Environment or from the Graduate Diploma in Agriculture and Environment, and with the approval of the Dean.

4. Admission
   (1) Available places will be offered to qualified applicants in the order in which complete applications are received, 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 Agriculture and Environment is available only via transfer from the Master of Agriculture and Environment and or from the Graduate Diploma in Agriculture and Environment with the approval of the Dean.
   (3) Admission to the Graduate Diploma in Agriculture and Environment requires:
       (a) a bachelor's degree in Agriculture, Science or Economics or an equivalent qualification
       (b) admission to the Master of Agriculture and Environment requires:
       (a) a bachelor's degree with a credit average in Agriculture, Science or Economics, or an equivalent qualification; or
       (b) completion of the requirements of an embedded graduate diploma in this discipline from the University of Sydney, or equivalent qualification.

5. Requirements for award
   (1) The units of study that may be taken for the courses are set out in Table A.
   (2) To qualify for the award of the Graduate Certificate in Agriculture and Environment a candidate must complete 24 credit points,
   (3) To qualify for the award of the Graduate Diploma in Agriculture a candidate must complete 48 credit points, including at least 12 credit points from units of study listed in the table for the selected specialisation,
   (4) To qualify for the award of the Master of Agriculture and Environment a candidate must complete 72 credit points, including:
       (a) 24 credit points of core units of study; and
       (b) 24 credit points of elective units of study, including at least 12 credit points from units of study listed in the table for the selected specialisation; and
       (c) 24 credit points of research capstone units of study.
   (d) With permission, up to 12 credit points of the elective requirements may be taken from other courses outside the Faculty, including foundational units of study.

6. Specialisations
   (1) Completion of a specialisation is a requirement of the Graduate Diploma of Agriculture and Environment and the Master of Agriculture and Environment, and requires the accumulation of 12 credit points chosen from units of study listed in the table for that specialisation.
   (a) Agricultural and Environmental Economics
(b) Agricultural and Environmental Technologies
(c) Forest and Atmosphere Interactions
(c) Horticultural Technologies

(2) Candidates for the Master of Agriculture and Environment will complete a research project as part of their research capstone units of study. The research area of this research project is expected to correlate to the chosen specialisation. However, the number of research projects in each specialisation varies from year to year, and may be limited.

(3) Not every specialisation is available every year.

7 Recognition of prior learning
Candidates offered admission to the Master of Agriculture and Environment may be eligible for a reduction in the volume of learning of up to 24 credit points where the candidate has completed a qualification at level 8 of the Australian Qualifications Framework in economics, soil science, environmental science, plant science, environmental chemistry, agricultural science or agronomy.

8 Course transfer
A candidate for the master or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

9 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2015/2020 and students who commenced their candidature prior to 1 January, 2015/2020 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2015/2020 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, 2026/2026. The Faculty 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 recommend that Academic Board:
(1) approve the amendment of the Course Resolutions of the Faculty of Law for the Juris Doctor; and
(2) approve the amendment of the Resolutions of The University of Sydney Law School for coursework awards.

EXECUTIVE SUMMARY

The purpose of this proposal is to amend the Juris Doctor Course Resolutions regarding credit for previous study and resolutions of The University of Sydney Law School for course awards regarding cross-institutional credit to remove the requirements for equivalent face-to-face teaching hours. This will allow for greater flexibility in the assessment of credit to take into account different modes of teaching at other Law Schools.
Minor Course Amendment Proposal

Faculty: The University of Sydney Law School

Contact person: Kevin Walton, Associate Dean (Professional Law Programs)

1. Name of award course

Bachelor of Laws
Juris Doctor
University of Sydney Law School

2. Purpose of proposal

To amend the LLB and JD resolutions regarding credit for previous study and the resolutions of The University of Sydney Law School for coursework awards regarding cross-institutional credit to remove the requirements for equivalent face-to-face teaching hours. With increasing variety in the modes of teaching at both The University of Sydney and other universities, the amendments are intended to introduce greater flexibility in deciding on credit applications for previous and cross-institutional study. The mode of teaching will still be relevant in determining whether credit should be granted, but equivalence in face-to-face teaching hours will no longer be a strict requirement.

3. Details of amendment

Bachelor of Laws Course Resolutions
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).

(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 consists of equivalent face-to-face teaching hours and has similar assessment requirements as 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 were conducted on a distance or online basis; or
(e)(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.

Juris Doctor Course Resolutions
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 units of study undertaken as part of a Juris Doctor degree at an approved Australian law school. 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.

(2) A candidate may be granted credit for law units which have the equivalent face-to-face teaching hours and similar assessment requirements as 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 were conducted on a distance or online basis; or
(c) 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 education qualification; or
   (ii) candidates admitted to the Dual Law Degree Pathway; or
   (iii) units of study which were taken as part of a completed Masters degree or other postgraduate qualification at The University of Sydney Law School.
(d) which were undertaken as part of Bachelor of Laws degree.

Resolutions of The University of Sydney Law School for coursework awards

8 Cross-institutional study

The Head of School and Dean An Associate Dean may permit a student to complete a unit of study at another recognised institution and have that unit credited to the student's course requirements. Cross-institutional study is available subject to the following terms, unless specified in the course resolutions:
(1) the unit of study is not used to satisfy any compulsory requirement; and
(2) the unit of study content is not taught in any corresponding elective unit of study in the School;
(3) the student is unable, for good reason, to attend a corresponding unit of study in the School; and
(4) the unit of study is taught in English at the required level and offered as part of an equivalent award course at the other institution;
(5) the unit of study has similar assessment requirements to units offered by the School is substantially equivalent in the number of face to face teaching hours and in assessment requirements as to units offered by the School. Permission cannot be granted for units conducted on a 'distance' or online basis.
(6) the results from the cross-institutional unit(s) will not be included in the calculation of a student's WAM.

4. Transitional arrangements

   No transitional arrangements are required.

5. Other relevant information

   –

6. Signature of Dean

   [Signature]

   Professor Joellen Riley

   Head of School and Dean

   Date: 2/11/2018
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 Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>MAJURDOC-01</td>
<td>Juris Doctor</td>
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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.

(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 units of study; 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) 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 unit or Part 2 elective (Jurisprudence) on a cross-institutional basis;

(b) Candidates must have completed a minimum of 96 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. 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.

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

6 Suspension, discontinuation and lapse of candidature

(1) Candidates are entitled to suspend their candidature for two years. Further suspension 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.
Candidates enrolled in the full-time stream must pass all Year One compulsory units of study before proceeding to Year Two.

(a) Candidates must pass all Year One and Year Two compulsory 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 units and is enrolled in 24 credit points in each semester may substitute one compulsory 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 unit(s) in Year Three of the program.

(iii) A candidate may not enrol in more than two electives in total in Year Two.

Candidates enrolled in the part-time stream must pass all Year One and Year Two compulsory units of study before proceeding to Year Three.

(a) Candidates must pass all compulsory 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 units and is enrolled in 12 credit points in each semester may substitute one compulsory 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 unit(s) in Year Five of the program.

(iii) A candidate may not enrol in more than two electives in total in Year Four.

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 units of study undertaken as part of a Juris Doctor degree at an approved Australian law school. 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. 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 the equivalent face-to-face teaching hours and similar assessment requirements as 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 were conducted on a distance or online basis; or

(c) which were undertaken as part of Bachelor of Laws degree.

Transitional provisions

(1) 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.
Resolutions of The University of Sydney Law School for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the School, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), 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.

In the context of these resolutions, "postgraduate" refers to Advanced Learning and Professional Master's degrees and Graduate Diplomas. It does not refer to the Juris Doctor which is identified by name where appropriate.

Part 1: Course enrolment

1 Enrolment restrictions

(1) Except with the permission of the Head of School and Dean, a student may not enrol in units of study with a total value of more than 24 credit points per semester. Further to this, undergraduate and Juris Doctor students may not enrol in more than 12 credit points in the summer session or 6 credit points in the winter session.

(2) Units of study in excess of a student’s award course requirements will be taken on a full fee, non-award basis. For undergraduate and Juris Doctor students the results from these non-award units will not be included in the calculation of the WAM.

2 Time limits

(1) A student must complete all requirements for a master's degree within 6 calendar years from first enrolment. Part time students should ensure their enrolment pattern allows completion within the maximum time.

(2) A student must complete all requirements for a graduate diploma within 3 calendar years from first enrolment. Part time students should ensure their enrolment pattern allows completion within the maximum time.

(3) A student must complete all requirements for the Juris Doctor degree within ten calendar years from first enrolment.

(4) A student must complete all requirements for a bachelor's degree (including combined degrees) within ten calendar years from first enrolment.

(5) Periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed 10 years from first enrolment.

(6) Credit will not be granted for previous studies older than 10 years at the time of first enrolment.

(7) If a postgraduate student is admitted with credit, the School will determine a reduced time limit for completion of the award course.

3 Suspension, discontinuation and lapse of candidature

The Coursework Rule specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability. Students should refer to the relevant course resolutions for further detail on the criteria for approving suspensions of candidature.

4 Credit for previous study

(1) The Coursework Rule specifies the general conditions for the granting of credit for previous study towards courses in this School. Advice regarding the granting of credit for undergraduate courses and the Juris Doctor can be found in the relevant course resolutions.

Postgraduate students may apply for credit for units of study completed outside the School. Previous study may include study completed prior to enrolment. At the discretion of the Head of School and Dean, such credit may be granted on the following conditions:

(a) Postgraduate students must complete at least 50% of their course requirements from units of study completed outside the School. Previous study may include study completed outside the School.

(b) Where students outside the University of Sydney Law School are permitted to transfer their enrolment to a postgraduate course in the University of Sydney Law School, the Head of School and Dean may grant credit for previous studies of up to 50% of the requirements of their course.

(c) Subject to paragraph (a), the Head of School and Dean may permit postgraduate students to satisfy up to 25% of the requirements from units of study previously completed in the School on a non-award basis. The value of credit may not exceed 25% of the student's course requirements.

(d) Credit will not be given for units of study which are or have been credited towards the award of another course, except:

(i) postgraduate students who have graduated with a graduate diploma previously awarded by the University of Sydney Law School, may apply to have relevant units from that graduate diploma credited towards a master's degree in the University of Sydney Law School; and

(ii) Master of Laws students who are Bachelor of Laws or Juris Doctor graduates or graduands of the University of Sydney and who have completed Sydney Law School LAW60000/JURS60000 units of study as part of their Bachelor of Laws or Juris Doctor courses, may apply to have up to 24 credit points of such units of study credited towards a Master of Laws.

(e) Postgraduate students may not enrol in units of study for credit to a course which are, in the opinion of the Head of School and Dean, substantially similar to other units of study for which credit has been given.

(f) The subject matter of the units of study for which credit is sought must, in the opinion of the Head of School and Dean, be sufficiently relevant to the course of study in which the student is currently enrolled.

(g) The work completed for the other course must, in the opinion of the Head of School and Dean, be of a sufficient standard.

(h) Credit may not be given for previous or current work which takes the form of a supervised or unsupervised independent research project. However, this provision does not apply to a coursework unit that is assessed partly or wholly by a research paper.

(i) Postgraduate students who are given such credit are not thereby exempted from fulfilling the requirements for that award course, including the completion of any compulsory units that currently apply.
Part 2: Unit of study enrolment

Details on Units of Study

1. All units will be offered as either one semester in duration or in intensive mode. An undergraduate unit and a Juris Doctor unit will require 39 hours of tuition for core units and between 26 and 39 hours for electives, and a postgraduate unit will require approximately 26 hours of tuition.

2. Undergraduate and Juris Doctor students must satisfy the Jurisprudence requirement of their award courses by successfully completing an elective from the relevant Jurisprudence table (Part 2 of the Undergraduate Table and Part C of the Juris Doctor Table). A unit is included in the Jurisprudence tables if theoretical reflection on law as such is its primary goal.

Postgraduate students enrolling in units of study other than those specified for their course

1. Subject to paragraph (b), the Head of School and Dean may permit postgraduate students to satisfy up to 25% of their course requirements from units of study within the University of Sydney Law School but outside the table of units specified for their course, subject to the student demonstrating:
   a. that they have the relevant academic or professional background to undertake the unit(s);
   b. the relevance of the unit(s) to their studies.

2. Postgraduate students must complete at least 50% of their course requirements from units of study listed in the table of units specified for their course.

Postgraduate students enrolling in Juris Doctor units of study

1. Postgraduate students may, with the permission of the Head of School and Dean, enrol in one designated Juris Doctor unit for credit towards the elective requirements of their award course subject to the following conditions:
   a. The unit of study would enhance their area of specialisation or otherwise contribute to their program of postgraduate learning. Approval will total be granted where a suitable unit is taught within the postgraduate program.
   b. Students may not enrol in the unit of study, Foundations of Law, or equivalent unit.
   c. Students will be required to comply with any alternative assessment requirements imposed (normally including a research paper representing no less than 60% of the assessment requirements for the unit of study).

Cross-institutional study

The Head of School and Dean may permit a student to complete a unit of study at another recognised institution and have that unit credited to the student's course requirements. Cross-institutional study is available subject to the following terms, unless specified in the course resolutions:

1. the unit of study is not used to satisfy any compulsory requirement; and
2. the unit of study content is not taught in any corresponding elective unit of study in the School; or
3. the student is unable, for good reason, to attend a corresponding unit of study in the School; and
4. the unit of study is taught in English at the required level and offered as part of an equivalent award course at the other institution;
5. the unit of study has similar assessment requirements to units offered by the School; and is substantially equivalent in the number of face-to-face teaching hours and in assessment requirements as to units offered by the School. Permission cannot be granted for units conducted on a "distance" or online basis.
6. the results from the cross-institutional unit(s) will not be included in the calculation of a student's WAM.

International exchange

1. The School encourages undergraduate and Juris Doctor students to participate in international exchange programs.
2. The following conditions apply:
   a. Undergraduate and Juris Doctor students are only eligible to undertake a law exchange in their final year;
   b. Students are not permitted to undertake more than one semester on exchange;
   c. Students are not permitted to undertake any of their compulsory requirements, including Jurisprudence, on exchange;
   d. Results from the exchange will not be included in the calculation of a student's WAM.

Part 3: Studying and assessment

Assessment guidelines

1. Undergraduate:
   a. The assessment regime of each unit of study will include more than one form of assessment, or at least the option of a second form of assessment.
   b. The total number of assessable words for a unit of study assessed by assignments and/or take-home exams is 6000 words.
   c. Sit-down exams should not exceed 2 hours, unless a longer time has been approved by the Pro-Dean.
   d. "Free form" class participation must not amount to more than 10% of total assessment, but "structured class participation" may be weighted more heavily. A mark will not be assigned for free-form class participation where class size exceeds 25.
   e. Jointly assessed work must be approved by the Pro-Dean and must not exceed 30% of total assessment.
2. Juris Doctor:
   a. The assessment regime of each unit of study will include more than one form of assessment, or at least the option of a second form of assessment.
   b. The total number of assessable words for a unit of study assessed by assignments and/or take-home exams is 6000 words.
   c. Sit down exams should not exceed 2 hours, unless a longer time has been approved by the Pro-Dean.
   d. "Free form" class participation must not amount to more than 10% of total assessment, but "structured class participation" may be weighted more heavily. A mark will not be assigned for free-form class participation where class size exceeds 25.
   e. Jointly assessed work must be approved by the Pro-Dean, and must not exceed 30% of total assessment.
3. Postgraduate: please refer to individual unit outlines.

Attendance

1. Students are required to attend a minimum of 70% of timetabled activities for a unit of study. Participation in a minimum number of assessment items or days of class may be included in the requirements specified for a unit of study. The Head of School and Dean may determine that a student fails a unit of study or is excluded from sitting the final examination because of unsatisfactory attendance.
2. In the case of serious illness, injury or misadventure, a student may have their attendance requirement reduced or waived by the relevant lecturer, subject to the student meeting all assessment requirements and providing satisfactory supporting documentation.
3. 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.
Late submission policy

1. It is expected that, unless an application for special consideration has been approved, students will submit all assessment for a unit of study on the due date specified. If an extension has been granted and the assessment is submitted within the period of extension, no academic penalty will be applied to that assessment task.

2. If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the relevant lecturer may not accept the work. A retrospective extension will only be granted in special circumstances, and will take into account not only the reasons why the work was late, but also why the request was late.

3. The following penalty applies, unless a different regime is set out in the unit outline:
   - The late submission of an assessment which has not been granted an extension will attract a penalty of 10% of the total marks allocated to that assessment per calendar day or part thereof.
   - All penalties will be enforced as consistently as possible. If the application of the penalty is to result in an overall fail grade for a unit of study, lecturers retain discretion to review the whole of a student’s performance and all of the circumstances in deciding whether or not to award a bare pass. Lecturers may set a deadline after which no work will be accepted, which is normally the date they intend to return the marked assessment to students.

Word limit policy

1. The total word count for essays/written work should exclude the bibliography, footnote numbers and footnote citations, but discursive footnotes and quotations are included.

2. In undergraduate and Juris Doctor units of study, an assessment which exceeds the word limit will attract a penalty of 10% of the total marks allocated to that assessment for every 100 words (or part thereof) over the limit (unless a different regime is set out in the unit outline or assessment instructions). Postgraduate students should refer to individual unit outlines.

Special consideration for illness, injury or misadventure

1. Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy. The School’s policies and procedures for applying for special consideration are described on the School website and in unit of study outlines.

2. When a student experiences serious illness, injury, or misadventure that affects their ability to participate in assessment items, they may complete an application for special consideration. When the circumstances are so severe as to make completion of the unit(s) of study impossible, it may be more appropriate for the student to apply to discontinue from the units with permission.

3. If a student disagrees with the outcome of an application for special consideration they should follow the steps outlined in the policy for appeals against academic decisions.

Concessional pass

In this School, the grade PCON (Concessional Pass) is not awarded.

Re-assessment

1. The School does not offer opportunities for reassessment other than on the grounds of approved special consideration. However, at the discretion of the Head of School and Dean, an undergraduate or Juris Doctor student may be offered a supplementary exam if they have met all of the following conditions:
   - the student has failed no more than one unit of study; and
   - the unit is a compulsory unit of study; and
   - the unit of study was undertaken in what would otherwise be the student’s final semester.

2. All supplementary exams will be taken within two weeks of the release of marks.

Part 4: Progression, results and graduation

Satisfactory progress

1. The School will monitor students for satisfactory progress towards the completion of their award course. Under the University's Student Academic Progression policy, the School aims to identify students at academic risk; alert them to their status; provide assistance to these students; and track their progress once identified.

2. In this School, a student enrolled in an award course administered by the University of Sydney Law School will be deemed not to have made satisfactory progress in any semester for any of the following reasons:
   - where the student is enrolled in a Bachelor of Laws or Juris Doctor degree: the student successfully completes only 50 percent or less of the credit points for which they were enrolled as at the relevant census date; and
   - for all other students: the student successfully completes less than 50 percent of the credit points for which they were enrolled as at the relevant census date;
   - they fail a unit of study more than once;
   - they achieve an average mark of less than fifty for all law units undertaken;
   - they fail to meet progression requirements as listed in the course resolutions.

Weighted Average Mark (WAM)

1. The Weighted Average Mark is used by the University as one indicator of performance. In this School the University WAM is used to determine eligibility for prizes and scholarships; admission to honours; and to calculate a final graduating rank for undergraduate and Juris Doctor students.

2. The WAM is calculated on results obtained at the University of Sydney only. Units which have been credited from other law schools, or units undertaken on a student exchange program, will not be included in the WAM calculation.

3. The University WAM is calculated using the following formula:

\[
WAM = \frac{\sum(Wc \times Mc)}{\sum(Wc)}
\]

Where Wc is the unit of study credit points x the unit weighting and Mc is the mark achieved for the unit. Units of study with a result of Absent Fail (AF) or Discontinue - Fail or (DF) are assigned a mark of zero, for the purpose of the WAM calculation. Units of study assessed on a pass/fail basis are not counted.

4. The weight of a unit of study is assigned by the owning Faculty or School. In this School units are weighted with a value of one.

Part 5: Other

Special Permission

The Head of School and Dean may vary these resolutions for a particular student in exceptional circumstances.
20 Transitional provisions

(1) These resolutions apply to students who commenced their candidature on or after 1 January, 2017.

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

(3) For all students who commenced their candidature prior to 1 January 2017, satisfactory progress will be determined according to the requirements stated in clause 17 of these resolutions.
RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board approve the:

a) proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Accelerated); and

b) amendment to the table of Units of Study arising from these proposals, with effect from Semester 1, 2019.

EXECUTIVE SUMMARY

The MPE(Accel) has been introduced for 2019 as an accelerated version of the standard Master of Professional Engineering which can be completed in 2 years rather than the standard 3 years. To enter the MPE(Accel) students must have previous education which is equivalent to the first year of the MPE, they will then commence the MPE(Accel) in what is effectively Year 2 of the degree.

A complication is that a number of the Year 2 MPE units of study have prerequisites from Year 1, meaning that students commencing the MPE(Accel) would have had to request special permission to enrol or, in the case of international student, be manually enrolled by Faculty Services. This results in a very poor student experience and was deemed not to be acceptable.

The Academic Model Team recommended that co-badged units be created for those Year 2 units of study with prerequisites in their standard form.

In some cases it was possible to change prerequisites to assumed knowledge for the existing units, which has been implemented for several of the MPE(Accel) streams. Where this was not possible, as the prerequisite was deemed essential for the standard MPE, alternative unit codes are proposed to be incorporated in the unit of study tables.

ATTACHMENTS

Attachment 1: Minor Course Amendment – Master of Professional Engineering (Accelerated)
Minor Course Amendment Proposal

Faculty: Faculty of Engineering and Information Technologies

Contact person: Christine Lacey x40678

1. Name of award course
   Master of Professional Engineering (Accelerated) Aerospace
   Master of Professional Engineering (Accelerated) Biomedical
   Master of Professional Engineering (Accelerated) Mechanical

2. Purpose of proposal
   The MPE(Accel) has been introduced for 2019 as an accelerated version of the standard Master of Professional Engineering which can be completed in 2 years rather than the standard 3 years. To enter the MPE(Accel) students must have previous education which is equivalent to the first year of the MPE, they will then commence the MPE(Accel) in what is effectively Year 2 of the degree.

   A complication is that a number of the Year 2 MPE units of study have prerequisites from Year 1, meaning that students commencing the MPE(Accel) would have had to request special permission to enrol or, in the case of international student, be manually enrolled by Faculty Services. This results in a very poor student experience and was deemed not to be acceptable.

   Consultation was undertaken with the Academic Model Team (AMT) to explore potential system solutions or workarounds for this issue. This was unsuccessful and the AMT recommendation for the preferred solution was to create co-badged units for those Year 2 units of study with prerequisites in their standard form.

   In some cases it was possible to change prerequisites to assumed knowledge for the existing units, which has been implemented several of the MPE(Accel) streams. Where this was not possible, as the prerequisite was deemed essential for the standard MPE, alternative unit codes have been created.

3. Details of amendment
   MPE(Accel) unit tables have been revised to incorporate the alternate coded units. The implementation of the new unit codes also requires changes to prerequisites and prohibitions for affected units of study.

   Appendix 1 – Master of Professional Engineering (Accelerated) Aerospace Unit of Study Table
   Appendix 2 – Master of Professional Engineering (Accelerated) Biomedical Unit of Study Table
   Appendix 3 – Master of Professional Engineering (Accelerated) Mechanical Unit of Study Table

4. Transitional arrangements
   Nil.

5. Other relevant information
   Nil

6. Signature of Dean
   [Signature]
   [Name]
   [Date] 23/10/18
# Master of Professional Engineering (Accelerated) (Aerospace)

To qualify for the award of the Master of Professional Engineering (Accelerated) in this specialisation, a candidate must complete 96 credit points, including core and elective units of study as listed below.

## Core units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO9261</td>
<td>Propulsion</td>
<td>6</td>
<td>A Mathematics and Physics to a level of Bachelor of Science or equivalent.</td>
<td>1</td>
</tr>
<tr>
<td>AERO8261</td>
<td></td>
<td></td>
<td>Good knowledge of fluid dynamics and thermodynamics.</td>
<td></td>
</tr>
<tr>
<td>AERO9260</td>
<td>AEROS360 Aerospace Structures 1</td>
<td>6</td>
<td>P AMME9301 or AMMES301 N AERO5310 AERO9360</td>
<td>1</td>
</tr>
<tr>
<td>AERO9460</td>
<td>AEROS460 Aerospace Design 1</td>
<td>6</td>
<td>A Mathematics, Physics and Solid Mechanics at the level of Bachelor of</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engineering, Science or equivalent P AMME9301 and MECH9400 N AERO5410</td>
<td></td>
</tr>
<tr>
<td>AMME9501</td>
<td>AEROS501 System Dynamics and Control</td>
<td>6</td>
<td>A AMME5500 OR AMME9500. Students are assumed to have a good background</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>knowledge in ordinary differential equations, Laplace transform methods,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>linear algebra and mathematical modeling of mechanical systems. P AMME9500</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P AMME9501 AMMES501</td>
<td></td>
</tr>
<tr>
<td>AERO9260</td>
<td>AEROS260 Aerodynamics 1</td>
<td>6</td>
<td>A Mathematics and Physics to the level of Bachelor of Science or equivalent.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P AMME9261 or AMME5200 N AEROS210 AERO9260</td>
<td></td>
</tr>
<tr>
<td>AERO9560</td>
<td>AEROS560 Flight Mechanics 1</td>
<td>6</td>
<td>A Mathematics, Physics and Dynamics assumed knowledge at the level of</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Science or equivalent. P AMME9500 or AMME5500 N AEROS510 AERO9560</td>
<td></td>
</tr>
<tr>
<td>AERO9301</td>
<td>AEROS301 Applied Finite Element Analysis</td>
<td>6</td>
<td>A BE in area of Aerospace Engineering or related Engineering field.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P AERO9360 or AEROS310 or MECH9361 or MECH8361 or MECHS361 N AEROS301 OR AERO4360</td>
<td></td>
</tr>
<tr>
<td>AMME9601</td>
<td>AEROS601 Professional Engineering</td>
<td>6</td>
<td>A It is recommended that you have undertaken ENGG5217 Practical Experience</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in a period prior to undertaking this course, or be able to demonstrate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>equivalent understanding of professional practice as some assessment tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>will draw upon your experiences in professional engineering practice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N AMME9501</td>
<td></td>
</tr>
<tr>
<td>ENGG5217</td>
<td>Practical Experience</td>
<td>N</td>
<td>ENGP1000 OR ENGP2000 OR ENGG4000 OR CHNG5205 OR AMME5010</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students should have completed one year of their MPE program before</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>enrolling in this unit.</td>
<td></td>
</tr>
<tr>
<td>AERO5400</td>
<td>Advanced Aircraft Design Analysis</td>
<td>6</td>
<td>A Undergraduate level 1, 2 and 3 or Foundation Masters units in Aerospace</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Design are expected to have been completed before undertaking this unit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P AERO3460 or AEROS310 or AERO9460 or AEROS460 or AEROS4360 N AERO4491</td>
<td></td>
</tr>
<tr>
<td>ENGG5103</td>
<td></td>
<td>6</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit 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>AERO5200</td>
<td>Advanced Aerodynamics</td>
<td>6</td>
<td>A BE in the area of Aerospace Engineering or related Engineering field. P AERO5210 or AERO9260 or AERO8260 or AERO3260</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO5206</td>
<td>Rotary Wing Aircraft</td>
<td>6</td>
<td>P (AERO3260 OR AERO9260 or AERO8260) AND (AERO3560 OR AERO9560 or AERO8560)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO5500</td>
<td>Flight Mechanics Test and Evaluation Adv</td>
<td>6</td>
<td>A BE in area of Aerospace Engineering or related Engineering Field. P AERO5510 OR AERO9560 or AERO8560 OR AERO3560</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AERO5700</td>
<td>Space Engineering (Advanced)</td>
<td>6</td>
<td>A AERO3760 P (AERO3760 AND AERO4701) OR AERO9760</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO5750</td>
<td>Unmanned Air Vehicle Systems</td>
<td>6</td>
<td>A AERO1560, AERO1400, AMME2700, AERO3460, AERO3560, AERO3260, AERO3261 and AERO4460.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AERO9262</td>
<td>Aerodynamics 2</td>
<td></td>
<td>P AMME9261 or AERO8261</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AERO9760</td>
<td>Spacecraft and Satellite Design</td>
<td>6</td>
<td>N AERO5760</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME5202</td>
<td>Computational Fluid Dynamics</td>
<td>6</td>
<td>A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5510</td>
<td>Vibration and Acoustics</td>
<td>6</td>
<td>P (AMME2301 OR AMME9301) AND (AMME2200 OR AMME2261 OR AMME9261) AND (AMME2500 OR AMME9500)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME5520</td>
<td>Advanced Control and Optimisation</td>
<td>6</td>
<td>A Strong understanding of feedback control systems, specifically in the area of system modelling and control design in the frequency domain. P AMME3500 OR AMME5501 OR AMME9501 or AMME8501</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5011</td>
<td>Engineering Foundation Studies A</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>ENGG5202</td>
<td>Sustainable Design, Eng and Mgt</td>
<td>6</td>
<td>A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5203</td>
<td>Quality</td>
<td>6</td>
<td></td>
<td>Semester 2</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>MECH5275</td>
<td>Renewable Energy</td>
<td>6</td>
<td>A The student will need a sound background in advanced level fluid mechanics, thermodynamics and heat transfer. In particular, students should be able to analyse fluid flow in turbomachinery; perform first and second law thermodynamic analysis of energy conversion systems, including chemically reacting systems; and perform advanced level calculations of conductive and convective and radiative heat transfer, including radiative spectral analysis. P (MECH3260 AND MECH3261) OR (AERO3260 AND AERO3261) OR (MECH5262 AND MECH5261) OR (MECH9260 AND MECH9261) OR (MECH8260 and AERO8261) OR (MECH9260 AND AERO9261) OR (MECH8260 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.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH5305</td>
<td>Smart Materials</td>
<td>6</td>
<td>A Fundamental knowledge in materials science and engineering: 1) atomic and crystal structures 2) metallurgy 3) structure-property relationship 4) mechanics of engineering materials 5) solid mechanics P (AMME9301 OR AMME5301 OR AMME2301) AND (AMME9302 OR AMME5302 OR AMME2302 OR AMME1362)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH5310</td>
<td>Advanced Engineering Materials</td>
<td>6</td>
<td>P (AMME2301 OR AMME9301) AND (AMME2302 OR AMME1362 OR AMME9302) AND (MECH3362 OR MECH9362) N MECH4310</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Project units</td>
<td></td>
<td>All candidates are required to complete a minimum of 12 credit points of Project or Research units during the final year of study. Candidates achieving an average mark of 70% or higher over 48 credit points of units of study are eligible for the Extended Capstone Project. Extended Capstone Project candidates take Capstone Project units AMME5020 and AMME5022 (total 18 cp) in place of Capstone Project AMME5021 and 6 cp of elective units.</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>AMME5020</td>
<td>Capstone Project A</td>
<td>6</td>
<td>P 96 cp from MPE degree program or 48 cp from the MPE(Accel) program or 24 cp from the ME program (including any credit for previous study). N AMME5222 OR AMME5223 OR AMME5010</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>AMME5021</td>
<td>Capstone Project B</td>
<td>6</td>
<td>P 96 credit points from the MPE degree program or 48 cp from the MPE(Accel) program or 24 credit points from the ME degree program (including any credit for prior study). N AMME5022 OR AMME5222 OR AMME5223 OR AMME5010</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>AMME5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
<td>P 24 credit points in the Master of Engineering and WAM &gt;=70, or 96 credit points in the Master of Professional Engineering and WAM &gt;=70, or 48cp from MPE(Accel) program and WAM &gt;=70. N AMME5021 OR AMME5222 OR AMME5223</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td></td>
<td>Research pathway</td>
<td></td>
<td>Candidates achieving an average mark of 75% or higher over 48 credit points of units of study or equivalent are eligible for the Research Pathway. Research pathway candidates take Dissertation units AMME5222 and AMME5223 (total 24 cp) in place of</td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>
Capstone Project units and 12 cp of elective units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5222</td>
<td>Dissertation A</td>
<td>12</td>
<td>N AMME5020 OR AMME5021 OR AMME5022 &lt;br&gt;Note: Department permission required for enrolment &lt;br&gt;In order to enrol in a dissertation project, students must first secure an academic supervisor in an area that they are interested. Students must have achieved a WAM of 75% or greater in their prior year of study. The topic of your project must be determined in discussion with the supervisor.</td>
</tr>
<tr>
<td>AMME5223</td>
<td>Dissertation B</td>
<td>12</td>
<td>N AMME5020 OR AMME5021 OR AMME5022 &lt;br&gt;Note: Department permission required for enrolment &lt;br&gt;In order to enrol in a dissertation project, students must first secure an academic supervisor in an area that they are interested. Students must have achieved a WAM of 75% or greater in their prior year of study. The topic of your project must be determined in discussion with the supervisor.</td>
</tr>
</tbody>
</table>

**Major Industrial Project**

Candidates undertaking the Major Industrial Project take AMME5010 in place of ENGG5217 Practical Experience, AMME5020/5021 Capstone Project A & B and 12 credit points of Specialist Elective units of study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5010</td>
<td>Major Industrial Project</td>
<td>24</td>
<td>A Students must have a credit (&gt;65%) average in prior semester enrolment &lt;br&gt;N AMME5020 OR AMME5021 OR AMME5022 OR AMME5222 OR AMME5223 OR ENGG5217 &lt;br&gt;Note: Department permission required for enrolment</td>
</tr>
</tbody>
</table>

**Exchange units**

Exchange units require the approval of the Program Director. With approval, up to 12 credit points of Exchange units may be taken in place of other units, towards the requirements of the degree.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG5231</td>
<td>Engineering Graduate Exchange A</td>
<td>6</td>
<td>January, Intensive</td>
</tr>
<tr>
<td>ENGG5232</td>
<td>Engineering Graduate Exchange B</td>
<td>6</td>
<td>January, Intensive</td>
</tr>
</tbody>
</table>
# Master of Professional Engineering (Accelerated) (Biomedical)

To qualify for the award of the Master of Professional Engineering (Accelerated) in this specialisation, a candidate must complete 96 credit points, including core and elective units of study as listed below.

## Core units

<table>
<thead>
<tr>
<th>Code</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME9501</td>
<td>6</td>
<td>System Dynamics and Control</td>
<td>A AMME5500 OR AMME9500. Students are assumed to have a good background knowledge in ordinary differential equations, Laplace transform methods, linear algebra and mathematical modeling of mechanical systems.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME8501</td>
<td></td>
<td></td>
<td>P AMME9500</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N AMME5501 AMME9501</td>
<td></td>
</tr>
<tr>
<td>BMET9990</td>
<td>6</td>
<td>Biomedical Engineering Technology 1</td>
<td>A Junior level chemistry, intermediate level biology, and specific knowledge of cell biology at least at the junior level, and preferably at the intermediate level.</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P AMME9901</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N AMME5990</td>
<td></td>
</tr>
<tr>
<td>MECH9261</td>
<td>6</td>
<td>Fluid Mechanics 2</td>
<td>A Linear Mathematics, Vector Calculus, Differential Equations and Fourier Series</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH8261</td>
<td></td>
<td></td>
<td>P AMME9261 OR AMME9200</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N MECH5261 MECH9261</td>
<td></td>
</tr>
<tr>
<td>MECH9362</td>
<td>6</td>
<td>Materials 2</td>
<td>A Mechanics of solids: statics, stress, strain</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH8362</td>
<td></td>
<td></td>
<td>P (AMME9302 OR AMME5302) AND (AMME9301 OR AMME5301)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N MECH5362 MECH9362</td>
<td></td>
</tr>
<tr>
<td>BMET5921</td>
<td>6</td>
<td>Biomedical Engineering Technology 2</td>
<td>A Junior biology, junior materials science and some engineering design</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N MECH3921 or BMET3921</td>
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<tr>
<td>ENGG5103</td>
<td>6</td>
<td>Safety Systems and Risk Analysis</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH9361</td>
<td>6</td>
<td>Mechanics of Solids 2</td>
<td>A Linear Mathematics, Vector Calculus, Differential Equations and Fourier Series</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH8361</td>
<td></td>
<td></td>
<td>P AMME9301 OR AMME5301</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N MECH5361 MECH9361</td>
<td></td>
</tr>
<tr>
<td>BMET9961</td>
<td>6</td>
<td>Biomechanics and Biomaterials</td>
<td>A AMME9901 OR BMET9901 or 6 credit points of junior biology, 6 credit points of junior chemistry, 6 credit points of junior materials science, 6 credit points of engineering design, Chemistry, biology, materials engineering, and engineering design at least at the Junior level.</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N AMME5961 OR AMME5961 OR MECH4961 OR BMET4961</td>
<td></td>
</tr>
<tr>
<td>BMET9971</td>
<td>6</td>
<td>Applied Tissue Engineering</td>
<td>A AMME9901 OR BMET9901 or 6 credit points of junior biology, 6 credit points of junior chemistry</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>P (AMME9901 OR BMET9901 OR AMME5901) AND (AMME5921 or BMET5921)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N AMME5971 OR AMME9971 OR AMME4971 OR BMET4971</td>
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</tr>
</tbody>
</table>

The primary teaching delivery method will be lectures. This unit of study builds on the assumed knowledge of engineering principles and junior and intermediate biology. The purpose of this unit of study is to prepare students for the challenges presented in taking innovative ideas and successfully converting them to valuable products.
builds on the assumed knowledge of junior and intermediate biology and thus students will already have practical hands-on biological training. The purpose of this unit of study is to elaborate the theory and latest developments of this very new field of tissue engineering, thereby building on the existing practical and theoretical knowledge base the students have in cell biology.

| BMET9981  | 6 | A AMME9301, AMME9302, AMME9500, and MECH9361. N AMME4981 or BMET4981 OR AMME5981 OR AMME9981 | Semester 1 |
| BMET9981  | Computational Biomedical Engineering | 6 | A AMME9301, AMME9302, AMME9500, and MECH9361. N AMME4981 or BMET4981 OR AMME5981 OR AMME9981 | Semester 1 |

The primary teaching delivery method will be lectures. This unit of study builds on the assumed knowledge of engineering principles and junior and intermediate biology. The purpose of this unit of study is to prepare students for the challenges presented in taking innovative ideas and successfully converting them to valuable products.

| ENGG5217  | 6 | A ENGP1000 OR ENGP2000 OR ENGG4000 OR CHNG5205 OR AMME5010 | All Intensive Sessions |
| ENGG5217  | Practical Experience | 6 | A ENGP1000 OR ENGP2000 OR ENGG4000 OR CHNG5205 OR AMME5010 | All Intensive Sessions |

Students should have completed one year of their MPE program before enrolling in this unit.

**Elective units**

Candidates must complete 24 credit points from the following Biomedical elective units.

| AERO9301  | 6 | A BE in area of Aerospace Engineering or related Engineering field. P AERO9360 or AERO8360 or MECH9361 or MECH8361 or MECH5361 N AERO5301 OR AERO4360 | Semester 1 |
| AERO9301  | Applied Finite Element Analysis | 6 | A BE in area of Aerospace Engineering or related Engineering field. P AERO9360 or AERO8360 or MECH9361 or MECH8361 or MECH5361 N AERO5301 OR AERO4360 | Semester 1 |

AMME5202 Computational Fluid Dynamics

Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.

*Note: Department permission required for enrolment*

| AMME5271  | 6 | A Understanding of basic principles of Newtonian mechanics, physics and chemistry, fluid mechanics and solid mechanics. General knowledge of how to operate a computer and work with different software is also required. | Semester 2 |
| AMME5271  | Computational Nanotechnology | 6 | A Understanding of basic principles of Newtonian mechanics, physics and chemistry, fluid mechanics and solid mechanics. General knowledge of how to operate a computer and work with different software is also required. | Semester 2 |

*Note: Department permission required for enrolment*

| AMME5310  | 6 | A (AMME2302 OR AMME9302) AND (AMME2301 OR AMME9301) AND (MECH3261 OR MECH9261 or MECH8261) | Semester 1 |
| AMME5310  | Engineering Tribology | 6 | A (AMME2302 OR AMME9302) AND (AMME2301 OR AMME9301) AND (MECH3261 OR MECH9261 or MECH8261) | Semester 1 |

*Note: Department permission required for enrolment*

| AMME5520  | 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 AMME5501 OR AMME9501 or AMME8501 | Semester 1 |
| AMME5520  | 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 AMME5501 OR AMME9501 or AMME8501 | Semester 1 |

| AMME5790  | 6 | A A good practical knowledge in mechanical and electronic engineering; adequate maths and applied maths skills; background knowledge of physics, chemistry and biology; Some programming capability, MATLAB, C, C++; able to use common software tools used by engineers including CAD and EDA packages. P MECH3921 OR BMET3921 OR MTRX3700 OR AMME5921 OR BMET5921 | Semester 2 |
| AMME5790  | Introduction to Biomechatronics | 6 | A A good practical knowledge in mechanical and electronic engineering; adequate maths and applied maths skills; background knowledge of physics, chemistry and biology; Some programming capability, MATLAB, C, C++; able to use common software tools used by engineers including CAD and EDA packages. P MECH3921 OR BMET3921 OR MTRX3700 OR AMME5921 OR BMET5921 | Semester 2 |
AMME4790

AMME4790 is the last in a series of practical Mechatronic and Electrical courses taken over three years. It takes these engineering concepts, along with the associated mathematical, electronic and mechanical theory and applies this knowledge to a series of practical, albeit specialised biomechatronic applications that will be encountered by Mechatronic Engineers who enter this broad field on graduation.

<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>AMME5902</td>
<td>Computer Aided Manufacturing</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>AMME5912</td>
<td>Crash Analysis and Design</td>
<td>6</td>
<td>A Computer Aided Drafting, Basic FEA principles and Solid Mechanics</td>
<td></td>
</tr>
<tr>
<td>BMET5907</td>
<td>Orthopaedic and Surgical Engineering</td>
<td>6</td>
<td>A 1. Basic concepts in engineering mechanics - statics, dynamics, and solid mechanics. 2. Basic concepts in materials science, specifically with regard to types of materials and the relation between properties and microstructure. 3. A basic understanding of human biology and anatomy. P (AMME2302 OR AMME9302 OR AMME1362) AND (MECH2901 OR AMME9901 or BMET9901) AND (MECH3921 OR BMET3921 OR AMME5921 OR BMET5921) N MECH4902</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BMET5931</td>
<td>Nanomaterials in Medicine</td>
<td>6</td>
<td>A 1000-level Biology and Chemistry; 3000-level or higher Engineering Design Practice and Biomedical Engineering; AMME1362 or 6cp 1000-level Materials Science; MECH2901 or BMET2901 or 6cp 2000-level Anatomy and Physiology.</td>
<td>Semester 1</td>
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<tr>
<td>BMET5951</td>
<td>Fundamentals of Neuromodulation</td>
<td>6</td>
<td>A ELEC1103 or equivalent, (MECH2901 or BMET2901 OR AMME9901 or BMET9901), and (MECH3921 OR BMET3921 or AMMES921 OR BMET5921)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BMET5958</td>
<td>Nanotechnology in Biomedical Engineering</td>
<td>6</td>
<td>P (AMME1362 OR AMME9302) AND (MECH3921 OR BMET3921 OR AMME5921 OR BMET5921)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BMET5962</td>
<td>Introduction to Mechanobiology</td>
<td>6</td>
<td>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</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BMET5992</td>
<td>Regulatory Affairs in the Medical Industry</td>
<td>6</td>
<td>A 6cp of 1000-level Chemistry, and 6cp of Biology units P (AMME9901 OR MECH2901) AND (MECH3921 OR BMET3921 OR AMMES921 OR BMET5921) N AMME4992 Note: Department permission required for enrolment</td>
<td>Semester 2</td>
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<tr>
<td>BMET5995</td>
<td>Advanced Bionics</td>
<td>6</td>
<td>P AMME5921 OR BMET5921 OR MECH3921 OR BMET3921</td>
<td>Semester 1</td>
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<tr>
<td>BMET9660</td>
<td>Biomanufacturing</td>
<td>6</td>
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<tr>
<td>CHNG5602</td>
<td>Cellular Biophysics</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 1</td>
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<tr>
<td>ENGG5011</td>
<td>Engineering</td>
<td>6</td>
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<td>Intensive February</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
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<tr>
<td>ENGG5202</td>
<td>Sustainable Design, Eng and Mgt</td>
<td>6</td>
<td>A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics</td>
<td></td>
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<tr>
<td>ENGG5203</td>
<td>Quality Engineering and Management</td>
<td>6</td>
<td>A First degree in Engineering or a related discipline</td>
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<tr>
<td>MECH5255</td>
<td>Air Conditioning and Refrigeration</td>
<td>6</td>
<td>A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer. P MECH3260 OR MECH9260 or MECH8260 OR MECH5262 N MECH4255</td>
<td></td>
</tr>
<tr>
<td>MECH5275</td>
<td>Renewable Energy</td>
<td>6</td>
<td>A The student will need a sound background in advanced level fluid mechanics, thermodynamics and heat transfer. In particular, students should be able to analyse fluid flow in turbomachinery; perform first and second law thermodynamic analysis of energy conversion systems, including chemically reacting systems; and perform advanced level calculations of conductive and convective and radiative heat transfer, including radiative spectral analysis. P (MECH3260 AND MECH3261) OR (AERO3260 AND AERO3261) OR (MECH8260 AND MECH8261) 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.</td>
<td></td>
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<tr>
<td>MECH5304</td>
<td>Materials Failure</td>
<td>6</td>
<td>A Fundamental knowledge in materials science and engineering: 1) atomic and crystal structures 2) metallurgy 3) structure-property relationship 4) mechanics of engineering materials 5) solid mechanics P (AMME9301 OR AMME2301) AND (AMME9302 OR AMME2302 OR AMME1362) AND (MECH9361 OR MECH3361 OR MECH8361) AND (MECH9362 OR MECH8362 OR MECH5362 OR MECH3362)</td>
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<tr>
<td>MECH5310</td>
<td>Advanced Engineering Materials</td>
<td>6</td>
<td>P (AMME2301 OR AMME9301) AND (AMME2302 OR AMME1362 OR AMME9302) AND (MECH3362 OR MECH9362 OR MECH8362) N MECH4310</td>
<td></td>
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<tr>
<td>MECH5416</td>
<td>Advanced Design and Analysis</td>
<td>6</td>
<td>A ENGG1802 - Eng Mechanics, balance of forces and moments; AMME2301 - Mechanics of Solids, 2 and 3 dimensional stress and strain; AMME2500 - Engineering Dynamics - dynamic forces and moments; MECH2400 - Mechanical Design 1, approach to design problems and report writing, and preparation of engineering drawing; MECH3460 - Mechanical design 2, means of applying fatigue analysis to a wide range of machine components P (AMME2301 OR AMME9301) AND (AMME2500 OR AMME9500) AND (MECH2400 OR MECH9400)</td>
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<tr>
<td>MECH5720</td>
<td>Sensors and Signals</td>
<td>6</td>
<td>A Strong MATLAB skills P MTRX3700</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Points</td>
<td>Description</td>
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<td>MECH4720</td>
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<td>N</td>
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<tr>
<td>MTRX5700</td>
<td>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. P (AMME3500 OR AMME5501 OR AMME9501 or AMME8501) AND MTRX3700.</td>
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<td></td>
<td>Project units</td>
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<td>Semester 1</td>
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<tr>
<td>AMME5020</td>
<td>Capstone Project A</td>
<td>6</td>
<td>P 96 cp from MPE degree program or 48 cp from the MPE(Accel) program or 24 cp from the ME program (including any credit for previous study). N AMME5222 OR AMME5223 OR AMME5010</td>
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<tr>
<td>AMME5021</td>
<td>Capstone Project B</td>
<td>6</td>
<td>P 96 credit points from the MPE degree program or 48 cp from the MPE(Accel) program or 24 credit points from the ME degree program (including any credit for prior study). N AMME5022 OR AMME5222 OR AMME5223 OR AMME5010</td>
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<tr>
<td>AMME5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
<td>P 24 credit points in the Master of Engineering and WAM &gt;=70, or 96 credit points in the Master of Professional Engineering and WAM &gt;=70, or 48cp from MPE(Accel) program and WAM &gt;=70. Note: Department permission required for enrolment</td>
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<tr>
<td></td>
<td>Research pathway</td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>AMME5222</td>
<td>Dissertation A</td>
<td>12</td>
<td>N AMME5020 OR AMME5021 OR AMME5022 Note: Department permission required for enrolment In order to enrol in a dissertation project, students must first secure an academic supervisor in an area that they are interested. Students must have achieved a WAM of 75% or greater in their prior year of study. The topic of your project must be determined in discussion with the supervisor.</td>
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</tr>
<tr>
<td>AMME5223</td>
<td>Dissertation B</td>
<td>12</td>
<td>N AMME5020 OR AMME5021 OR AMME5022 Note: Department permission required for enrolment In order to enrol in a dissertation project, students must first secure an academic supervisor in an area that they are interested. Students must have achieved a WAM of 75% or greater in their prior year of study. The topic of your project must be determined in discussion with the supervisor.</td>
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<tr>
<td></td>
<td>Major Industrial Project</td>
<td></td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>AMME5010</td>
<td>Major Industrial Project</td>
<td>24</td>
<td>A Students must have a credit (&gt;65%) average in prior semester enrolment N AMME5020 OR AMME5021 OR AMME5022 OR AMME5222 OR</td>
<td></td>
</tr>
</tbody>
</table>
AMME5223 OR ENGG5217

Note: Department permission required for enrolment

<table>
<thead>
<tr>
<th>Exchange units</th>
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<tbody>
<tr>
<td>Exchange units require the approval of the Program Director. With approval, up to 12 credit points of Exchange units may be taken in place of other units, towards the requirements of the degree.</td>
</tr>
</tbody>
</table>

| ENGG5231 Engineering Graduate Exchange A | 6 | Intensive January/Intensive July |
| ENGG5232 Engineering Graduate Exchange B | 6 | Intensive January/Intensive July |
# Master of Professional Engineering (Accelerated) (Mechanical)

To qualify for the award of the Master of Professional Engineering (Accelerated) in this specialisation, a candidate must complete 96 credit points, including core and elective units of study as listed below.

## Core units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME9501</td>
<td>System Dynamics and Control</td>
<td>6</td>
<td>A AMME5500 OR AMME9500. Students are assumed to have a good background knowledge in ordinary differential equations, Laplace transform methods, linear algebra and mathematical modeling of mechanical systems. P AMME9500 N AMME5500 - AMME9501</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH9261</td>
<td>Fluid Mechanics 2</td>
<td>6</td>
<td>A Linear Mathematics, Vector Calculus, Differential Equations and Fourier Series P AMME9261 - OR AMME9200 N MECH5261 - MECH9261</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH9362</td>
<td>Materials 2</td>
<td>6</td>
<td>A Mechanics of solids: statics, stress, strain P (AMME9302 OR AMME5302) AND (AMME9301 OR AMME5301) N MECH5362 - MECH9362</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH9660</td>
<td>Manufacturing Engineering</td>
<td>6</td>
<td>P MECH9400 OR MECH5400 N MECH5660 - MECH9660</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH9260</td>
<td>Thermal Engineering 2</td>
<td>6</td>
<td>A Fundamentals of thermodynamics are needed to begin this more advanced course. P AMME9200 OR AMME5200 OR AMME9262 N MECH5260 - MECH9260</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH9361</td>
<td>Mechanics of Solids 2</td>
<td>6</td>
<td>A Linear Mathematics, Vector Calculus, Differential Equations and Fourier Series P AMME9301 OR AMME5301 N MECH5361 - MECH9361</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME9601</td>
<td>Professional Engineering</td>
<td>6</td>
<td>A It is recommended that you have undertaken ENGG5217 Practical Experience in a period prior to undertaking this course, or be able to demonstrate equivalent understanding of professional practice as some assessment tasks will draw upon your experiences in professional engineering practice. N AMME5601</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5103</td>
<td>Safety Systems and Risk Analysis</td>
<td>6</td>
<td>N ENGP1000 OR ENGP2000 OR ENGG4000 OR CHNG5205 OR AMME5010</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG5217</td>
<td>Practical Experience</td>
<td>6</td>
<td>Students should have completed one year of their MPE program before enrolling in this unit.</td>
<td>All Intensive Sessions</td>
</tr>
</tbody>
</table>

## Elective units

Candidates must complete 36 credit points from the following Mechanical elective units of study.

It is recommended that students select units from the same subject area (either Thermofluids, Materials, Design & Manufacturing or Mechatronics)

### Thermofluids

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5101</td>
<td>Energy and the Environment</td>
<td>6</td>
<td>A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer P MECH3260 OR MECH9260 OR MECH8260 N MECH5260</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Appendix 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO8261</td>
<td>Computational Fluid Dynamics</td>
<td>6</td>
<td>A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills. Note: Department permission required for enrolment</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5271</td>
<td>Computational Nanotechnology</td>
<td>6</td>
<td>A Understanding of basic principles of Newtonian mechanics, physics and chemistry, fluid mechanics and solid mechanics. General knowledge of how to operate a computer and work with different software is also required. Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG5202</td>
<td>Sustainable Design, Eng and Mgt</td>
<td>6</td>
<td>A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH5255</td>
<td>Air Conditioning and Refrigeration</td>
<td>6</td>
<td>A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer. P MECH3260 OR MECH9260 or MECH8260 OR MECH5262</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH5265</td>
<td>Combustion</td>
<td>6</td>
<td>A Students are expected to be familiar with the basic laws of thermodynamics, fluid mechanics and heat transfer. P (MECH3260 AND MECH3261) OR MECH5262 OR MECH9260 OR MECH8260</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH5275</td>
<td>Renewable Energy</td>
<td>6</td>
<td>A The student will need a sound background in advanced level fluid mechanics, thermodynamics, fluid mechanics 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 (MECH5262 AND MECH5261) 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</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AERO9301</td>
<td>Applied Finite Element Analysis</td>
<td>6</td>
<td>A BE in area of Aerospace Engineering or related Engineering field. P AERO9360 or AERO8360 AERO5310 or MECH9361 or MECH8361 or MECH5310 N AERO5301 OR AERO4360</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5271</td>
<td>Computational Nanotechnology</td>
<td>6</td>
<td>A Understanding of basic principles of Newtonian mechanics, physics and chemistry, fluid mechanics and solid mechanics. General knowledge of how to operate a computer and work with different software is also required.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Level</td>
<td>Prerequisites</td>
<td>Semester</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
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<td>-------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>MECH5304</td>
<td>Materials Failure</td>
<td>6</td>
<td>A Fundamental knowledge in materials science and engineering: 1) atomic and crystal structures 2) metallurgy 3) structure-property relationship 4) mechanics of engineering materials 5) solid mechanics P (AMME9301 OR AMME2301) AND (AMME9302 OR AMME2302 OR AMME1362) AND (MECH9361 or MECH8361 OR MECH3361) AND (MECH9362 or MECH8362 OR MECH5362 OR MECH3362)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH5305</td>
<td>Smart Materials</td>
<td>6</td>
<td>A Fundamental knowledge in materials science and engineering: 1) atomic and crystal structures 2) metallurgy 3) structure-property relationship 4) mechanics of engineering materials 5) solid mechanics P (AMME9301 OR AMME5301 OR AMME2301) AND (AMME9302 OR AMME5302 OR AMME2302 OR AMME1362) AND (MECH9361 or MECH8361) AND (MECH9362 or MECH3362)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH5310</td>
<td>Advanced Engineering Materials</td>
<td>6</td>
<td>P (AMME2301 OR AMME9301) AND (AMME2302 OR AMME1362 OR AMME9302) AND (MECH3362 OR MECH9362 or MECH8362)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MECH5416</td>
<td>Advanced Design and Analysis</td>
<td>6</td>
<td>A ENGG1802 - Eng Mechanics, balance of forces and moments; AMME2301 - Mechanics of Solids, 2 and 3 dimensional stress and strain; AMME2500 - Engineering Dynamics - dynamic forces and moments; MECH2400 - Mechanical Design 1, approach to design problems and report writing, and preparation of engineering drawing; MECH3460 - Mechanical design 2, means of applying fatigue analysis to a wide range of machine components P (AMME2301 OR AMME9301) AND (AMME2500 OR AMME9500) AND (MECH2400 OR MECH9400)</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### Design and Manufacturing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO9301</td>
<td>Applied Finite Element Analysis</td>
<td>6</td>
<td>A BE in area of Aerospace Engineering or related Engineering field. P AERO9306 or AERO8360 AEROS310 or MECH9361 or MECH8361 or MECH5361 N AERO5301 OR AERO4360</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5105</td>
<td>Risk Management Analysis</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5310</td>
<td>Engineering Tribology</td>
<td>6</td>
<td>A (AMME2302 OR AMME9302) AND (AMME2301 OR AMME9301) AND (MECH3261 OR MECH9261 or MECH8261)</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment

### Vibration and Acoustics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5902</td>
<td>Computer Aided Manufacturing</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME5912</td>
<td>Crash Analysis and Design</td>
<td>6</td>
<td>A Computer Aided Drafting, Basic FEA principles and Solid Mechanics</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment

### Introduction to Complex Systems

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSYS5010</td>
<td>Introduction to Complex Systems</td>
<td>6</td>
<td></td>
<td>Semester 1 Semester 2</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>MECH5416</td>
<td>Advanced Design and Analysis</td>
<td>6</td>
<td>A 6 ENG1802 - Eng Mechanics, balance of forces and moments; AMME2301 - Mechanics of Solids, 2 and 3 dimensional stress and strain; AMME2500 - Engineering Dynamics - dynamic forces and moments; MECH2400 - Mechanical Design 1, approach to design problems and report writing, and preparation of engineering drawing; MECH3460 - Mechanical design 2, means of applying fatigue analysis to a wide range of machine components P (AMME2301 OR AMME9301) AND (AMME2500 OR AMME9500) AND (MECH2400 OR MECH9400)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5520</td>
<td>Advanced Control and Optimisation</td>
<td>6</td>
<td>A Strong understanding of feedback control systems, specifically in the area of system modelling and control design in the frequency domain. P AMME3500 OR AMME5501 OR AMME9501 or AMME8501</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5502</td>
<td>Computer Aided Manufacturing</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECH5720</td>
<td>Sensors and Signals</td>
<td>6</td>
<td>A Strong MATLAB skills P MTRX3700 N MECH4720</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MTRX5700</td>
<td>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. P (AMME3500 OR AMME5501 OR AMME9501 or AMME8501) AND MTRX3700.</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**Project units**

All candidates are required to complete a minimum of 12 credit points of Project or Research units during the final year of study.

Candidates achieving an average mark of 70% or higher over 48 credit points of units of study are eligible for the Extended Capstone Project.

Extended Capstone Project candidates take Capstone Project units AMME5020 and AMME5022 (total 18 cp) in place of Capstone Project AMME5021 and 6 cp of elective 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>AMME5020</td>
<td>Capstone Project A</td>
<td>6</td>
<td>P 96 cp from MPE degree program or 48 cp from the MPE(Accel) program or 24 cp from the ME program (including any credit for previous study). N AMME5222 OR AMME5223 OR AMME5010</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5021</td>
<td>Capstone Project B</td>
<td>6</td>
<td>P 96 credit points from the MPE degree program or 48 cp from the MPE(Accel) program or 24 credit points from the ME degree program (including any credit for prior study). N AMME5022 OR AMME5222 OR AMME5223 OR AMME5010</td>
<td>Semester 1</td>
</tr>
<tr>
<td>AMME5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
<td>P 24 credit points in the Master of Engineering and WAM &gt;=70, or 96 credit points in the Master of Professional Engineering and WAM &gt;=70, or 48cp from MPE(Accel) program and WAM &gt;=70. N AMME5021 OR AMME5222 OR AMME5223</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
### Research pathway

Candidates achieving an average mark of 75% or higher over 48 credit points of units of study or equivalent are eligible for the Research Pathway.

Research pathway candidates take Dissertation units AMME5222 and AMME5223 (total 24 cp) in place of Capstone Project units and 12 cp of elective units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5222</td>
<td>Dissertation A</td>
<td>12</td>
<td>AMME5020 OR AMME5021 OR AMME5022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMME5223</td>
<td>Dissertation B</td>
<td>12</td>
<td>AMME5020 OR AMME5021 OR AMME5022</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to enrol in a dissertation project, students must first secure an academic supervisor in an area that they are interested. Students must have achieved a WAM of 75% or greater in their prior year of study. The topic of your project must be determined in discussion with the supervisor.

### Major Industrial Project

Candidates undertaking the Major Industrial Project take AMME5010 in place of ENGG5217 Practical Experience, AMME5020/5021 Capstone Project A & B and 12 credit points of Specialist Elective units of study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5010</td>
<td>Major Industrial Project</td>
<td>24</td>
<td>AMME5020 OR AMME5021 OR AMME5022 OR AMME5222 OR AMME5223 OR ENGG5217</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students must have a credit (>65%) average in prior semester enrolment.

### Exchange units

Exchange units require the approval of the Program Director. With approval, up to 12 credit points of Exchange units may be taken in place of other units, towards the requirements of the degree.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG5231</td>
<td>Engineering Graduate Exchange A</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG5232</td>
<td>Engineering Graduate Exchange B</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDATION

As endorsed by the Business School Faculty Board on the 9 October 2018, the recommendation is that the Graduate Studies Committee of Academic Board:

1) Approve the minor amendments to the Master of Business Administration (Leadership & Enterprise), with effect from 1 January 2019.

EXECUTIVE SUMMARY

The purpose of the minor course amendment proposal is to amend the course resolutions for the Master of Business Administration (Leadership & Enterprise) to:

1) Formalise the current practice of utilising the GMAT test score as an alternative to the academic performance criteria for admission to the MBA(L&E), consistent with other master’s programs offered by the Business School and local competitors.
2) Reflect adjustments to the interview criteria, removing the reference to the case study.
3) Remove RPL provisions which are not applicable to the course given it is a lock-step program. In addition to this, for the purposes of entering the FT global rankings the cohort must commence and complete together.

ATTACHMENTS

Attachment 1. Minor course amendment proposal – Master of Business Administration (Leadership & Enterprise)
Attachment 2. Amended course resolutions - Master of Business Administration (Leadership & Enterprise)
Attachment 1: Minor Course Amendment Proposal

Faculty: Business School

1. Name of award course
   Master of Business Administration (Leadership and Enterprise)

2. Purpose of proposal
   The purpose of the proposal is to amend the course resolutions with effect from January 2019 to:
   1. Formalise the current practice of utilising the GMAT test score as an alternative to the academic performance criteria for admission to the MBA(L&E), consistent with other master’s programs offered by the Business School and local competitors.
   2. Reflect adjustments to the interview criteria, removing the reference to the case study.
   3. Remove RPL provisions which are not applicable to the course given it is a lock-step program. In addition to this, for the purposes of entering the FT global rankings the cohort must commence and complete together.

3. Details of amendment
   See Attachment 2. Amended course resolutions for the Master of Business Administration (Leadership and Enterprise)

4. Transitional arrangements
   N/A – alternate entry criteria is currently applied under 4(2) of the course resolutions. This proposal formalises current practice.

5. Other relevant information
   - GMAT is not mandatory
   - GMAT can only be used for admission to master’s level programs
   - GMAT can be used as an assessment criterion in conjunction with education history and work experience
   - GMAT does not take the place of any English Language requirement
   - The GMAT test must have been completed within 12 months of the application for admission.

6. Signature of Dean
   
   [Signature]

   Acting Dean 9/10/2018
Master of Business Administration (Leadership and Enterprise)

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>MABUSALE-01</td>
<td>Master of Business Administration (Leadership and Enterprise)</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 Policy.

4 Admission to candidate

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria:
(a) AustralianQualifications Framework Level 7 or higher qualification with a minimum credit average (or equivalent) at an institution approved by the Business School; or
(b) AustralianQualifications Framework Level 7 or higher with a minimum pass average (or equivalent) and performance in an admissions test approved by the Business School to a standard considered satisfactory by the Business School; and
(c) relevant professional work experience of no less than 3 years, as defined by the Business School;
(d) statement of motivation that demonstrates clear evidence that the candidate has researched the program and has the capability and mindset to learn in an experiential environment;
(e) pass a selection interview establishing the candidate's suitability for the degree; whereby students will be required to demonstrate an ability to analyse a case study from multiple perspectives and within different contexts (the case study will be selected by the Business School);
(f) satisfaction of English language requirements; and
(g) any other minimum standards specified by the Business School.

(2) In exceptional circumstances the School may admit candidates 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 Requirements for award

(1) The units of study that may be taken for the course(s) are set out in the Table of postgraduate units of study: Master of Business Administration (Leadership and Enterprise).

(2) To qualify for the award of the degree a candidate must complete 72 credit points, comprising:
(a) 66 credit points in core units of study; and
(b) a 6 credit point capstone unit of study.

6 Progression rules

(1) Candidates must achieve a minimum credit average (65%) in the first four units of study.
(2) Candidates who successfully complete but do not achieve a minimum credit average in the first four units of study will be eligible for the award of the Graduate Certificate in Business Administration*.
(3) Unless otherwise permitted, candidates must complete the units of study in a prescribed sequence as specified by the Business School.

* Please refer to the University of Sydney Business School Credit Provisions for clarification on credit transfer.

7 Cross-institutional study

(1) Cross-institutional study and international exchange may be available by means of formal partnership agreements.
(2) In exceptional circumstances cross-institutional study to a maximum of 24 credit points may be available to candidates outside of formal partnership agreements, subject to prior approval by the School.

8 Course transfer

A candidate for the Master of Business Administration (Leadership and Enterprise) may elect to discontinue study and graduate with either the Graduate Diploma or Graduate Certificate in Business Administration, with the approval of the School, and provided the requirements of the shorter award have been met.*

* Please refer to the University of Sydney Business School Credit Provisions for clarification on credit transfer.

9 Recognition of prior learning

(1) Credit or waivers may be granted in recognition of prior learning.
(a) Candidates may be eligible for credit of up to 36 credit points for relevant postgraduate studies where no award has been, or will be made.
(2) Credit to a maximum of 36 credit points may be granted on the basis of learning undertaken with an approved provider deemed by the Business School to be of equivalent standard to the Master of Business Administration (Leadership and Enterprise).
(3) Notwithstanding any credit granted, in order to qualify for an award a student must complete at least 50 per cent of the course requirements whilst enrolled in the award course.
RECOMMENDATION

That the Graduate Studies Committee:

1) Approve and endorse the proposed amendments to the resolutions for the Master of Economic Analysis and embedded degrees, with effect from January 1, 2020; and
2) Recommend that the Academic Board approve the proposal.

EXECUTIVE SUMMARY

It is proposed to amend the admission requirements in the resolutions for the Master of Economic Analysis and embedded degrees to ensure candidates have requisite prior training in econometrics to equip them for the course. This follows on from the changes to the undergraduate Economics major under the new curriculum. It is proposed that a program in Economics be required rather than a major. The previous version of the major included training in econometrics, which is now reflected in the content of the program.

The amendment is made to Section 5 “Admission to Candidature”.

Implementation:
From January 1, 2020.

ATTACHMENTS

1) Minor course proposal: Economic Analysis
2) Master of Economic Analysis resolutions
Minor Course Amendment Proposal

Faculty: Faculty of Arts and Social Sciences
Contact person: Simon Kwok

1. Name of award course
   Master of Economic Analysis
   Graduate Diploma in Economic Analysis
   Graduate Certificate in Economic Analysis

2. Purpose of proposal
   To amend the Resolutions of the Senate for the Master of Economic Analysis and embedded degrees to ensure candidates have requisite prior training in econometrics to equip them for the course following the changes to the undergraduate Economics major under the new curriculum.

3. Details of amendment
   Master of Economic Analysis
   Graduate Diploma in Economic Analysis
   Graduate Certificate in Economic Analysis
   
   Section 5, titled "Admission to Candidature"

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.

(2) Admission to candidature for the Graduate Certificate in Economic Analysis requires:
   (a) a bachelor’s degree in Science or Engineering from the University of Sydney with a minimum Credit (65) average, or an equivalent qualification; or
   (b) completion of the Graduate Certificate in Economics with a minimum Distinction (75%) average; or
   (c) a bachelor’s degree from the University of Sydney, including a major program in Economics with a minimum Distinction (75%) average, or an equivalent qualification.

(3) Admission to candidature for the Graduate Diploma in Economic Analysis requires:
   (a) a bachelor’s degree from the University of Sydney, including a major program in Economics with a minimum Distinction (75%) average, or an equivalent qualification; or
   (b) completion of the Graduate Certificate in Economic Analysis with a minimum Distinction (75%) average, or an equivalent qualification.

(4) Admission to candidature for the Master of Economic Analysis requires:
   (a) a bachelor’s degree from the University of Sydney, including a major program in Economics with a minimum Distinction (75%) average, or an equivalent qualification; or
   (b) completion of the requirements for the embedded Graduate Certificate or Graduate Diploma in Economic Analysis with a minimum Distinction (75%) average, or an equivalent qualification; or
   (c) completion of the requirements for the Graduate Certificate in Economics with a minimum High Distinction (85%) average, or an equivalent qualification.

4. Transitional arrangements

Minor Course Amendment Proposal
Faculty Board 2018-09-10 Page 371
There will be no impact on currently enrolled students. The resolutions will apply to students who commence their candidature after 1 January 2020. Currently enrolled students in the Graduate Certificate in Economic Analysis and Graduate Diploma in Economic Analysis will be able to articulate to the Graduate Diploma in Economic Analysis and/or the Master of Economic Analysis without change.

5. Other relevant information

6. Signature of Dean

[Signature]

26/11/2018
Prof. Annamarie Jagose
Dean
Faculty of Arts and Social Sciences
ECONOMIC ANALYSIS

Master of Economic Analysis

Graduate Diploma in Economic Analysis

Graduate Certificate in Economic Analysis

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 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>MAECONAN-01</td>
<td>Master of Economic Analysis</td>
</tr>
<tr>
<td>GNECONAN-01</td>
<td>Graduate Diploma in Economic Analysis</td>
</tr>
<tr>
<td>GCECONAN-01</td>
<td>Graduate Certificate in Economic Analysis</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework Rule and the Coursework Policy 2015.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
   (a) the Graduate Certificate in Economic Analysis
   (b) the Graduate Diploma in Economic Analysis
   (c) the Master of Economic Analysis

(2) A candidate in the graduate diploma may apply to progress to a longer course in this sequence, providing the candidate meets the admission requirements for that course. 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 but whose evidence of experience and achievement is deemed by the Dean to be equivalent.

(2) Admission to candidature for the Graduate Certificate in Economic Analysis requires:
   (a) a bachelor's degree in Science or Engineering from the University of Sydney with a minimum Credit (65%) average, or an equivalent qualification; or
   (b) completion of the Graduate Certificate in Economics with a minimum Distinction (75%) average; or
   (c) a bachelor's degree from the University of Sydney, including a major program in Economics with a minimum Distinction (75%) average, or an equivalent qualification.

(3) Admission to candidature for the Graduate Diploma in Economic Analysis requires:
   (a) a bachelor's degree from the University of Sydney, including a major program in Economics with a minimum Distinction (75%) average, or an equivalent qualification; or
(b) completion of the Graduate Certificate in Economic Analysis with a minimum Distinction (75%) average, or an equivalent qualification.

(4) Admission to candidature for the Master of Economic Analysis requires:
(a) a bachelor's degree from the University of Sydney, including a major program in Economics with a minimum Distinction (75%) average, or an equivalent qualification; or
(b) completion of the requirements for the embedded Graduate Certificate or Graduate Diploma in Economic Analysis with a minimum Distinction (75%) average, or an equivalent qualification; or
(c) completion of the requirements for the Graduate Certificate in Economics with a minimum High Distinction (85%) average, or an equivalent qualification.

6 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Postgraduate Table of Units of Study for the Economic Analysis subject area.

(2) To qualify for the award of the Graduate Certificate in Economic Analysis a candidate must complete 24 credit points of core units of study.

(3) To qualify for the award of the Graduate Diploma in Economic Analysis a candidate must complete 48 credit points, including:
(a) 24 credit points from core units of study; and
(b) a minimum of 12 credit points from core elective units of study; and
(c) a maximum of 12 credit points from elective units of study.

(4) To qualify for the award of the Masters of Economic Analysis a candidate must complete 72 credit points, including:
(a) 24 credit points from core units of study; and
(b) a minimum of 24 credit points from core elective units of study; and
(c) a maximum of 12 credit points from elective units of study
(d) 12 credit points of capstone units of study.

7 Recognition of Prior Learning

(1) Waivers and reductions in the volume of learning may be granted or the volume of learning may be reduced in recognition of prior learning.

(2) Credit may be granted for up to 50 per cent of course requirements for relevant incomplete postgraduate qualifications.

(3) The maximum combined waiver and reduction in the volume of learning for prior study granted to a candidate will not exceed 50 per cent of the requirements of the course.

8 Course transfer

A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this 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, 2018 and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.
Confidential OR Non-Confidential

| Author                | Jennifer Peden, Coordinator Curriculum & Quality  
|                      | Faculty of Arts & Social Sciences |
| Reviewer/Approver    | Dr Hayley Fisher, Associate Dean (Postgraduate Programs)  
|                      | Faculty of Arts and Social Sciences |
| Paper title          | Minor course amendments to Crosscultural and Applied Linguistics |
| Purpose              | To amend the degree resolutions to introduce a minimum number of core elective units within the Master of Crosscultural and Applied Linguistics and embedded programs to ensure sufficient training in linguistics. |

RECOMMENDATION

That the Graduate Studies Committee:

1) Approve and endorse the proposed amendments to the resolutions for the Master of Crosscultural and Applied Linguistics, with effect from January 1, 2020; and
2) Recommend that the Academic Board approve the proposal.

EXECUTIVE SUMMARY

It is proposed to amend the degree resolutions for the Master of Crosscultural and Applied Linguistics, the Graduate Diploma in Crosscultural Linguistics and the Graduate Certificate in Crosscultural Linguistics to introduce a requirement of a minimum number of core elective units offered by the Department of Linguistics within each of the courses. This is to ensure that students have adequate training in linguistics to achieve the course learning outcomes.

This will entail a structural change to the diet collections for the courses by the Academic Model Team.

IMPLEMENTATION

Implementation:  
From January 1, 2020.

EXECUTIVE SUMMARY

1) Minor course proposal: Crosscultural and Applied Linguistics  
2) Master of Crosscultural and Applied Linguistics resolutions  
3) Crosscultural and Applied Linguistics Table
Minor Course Amendment Proposal

Faculty: Arts and Social Sciences

Contact person: Prof Jim Martin, Linguistics

1. **Name of award course**
   Master of Crosscultural and Applied Linguistics
   Graduate Diploma in Crosscultural and Applied Linguistics
   Graduate Certificate in Crosscultural and Applied Linguistics

2. **Purpose of proposal**
   To amend the degree resolutions to establish a minimum number of core elective units offered by the Department of Linguistics. This is to ensure that students have adequate training in linguistics to achieve the outcomes of the degree.

3. **Details of amendment**

   **Master of Crosscultural and Applied Linguistics**
   Candidates for the Master of Applied Linguistics must complete 96 credit points including:
   - a minimum of 24 credit points of core units of study.
   - a minimum of 36 credit points of core elective units of study.
   - a maximum of 60 credit points of elective units of study.
   - a minimum of 6 credit points of capstone units of study.

   **Graduate Diploma in Crosscultural and Applied Linguistics**
   Candidates for the Graduate Diploma in Crosscultural and Applied Linguistics must complete 48 credit points including:
   - 24 credit points of core units of study
   - a minimum of 12 credit points of core elective units of study.
   - a maximum of 12 credit points of elective units of study.

   **Graduate Certificate in Crosscultural and Applied Linguistics**
   Candidates for the Graduate Certificate in Crosscultural and Applied Linguistics must complete 24 credit points including:
   - 24 credit points of core units of study.
   - a minimum of 12 credit points of core units of study.
   - a maximum of 12 credit points of core elective units of study.

4. **Transitional arrangements**
   These resolutions apply to students who commence after 1 January, 2020.

5. **Other relevant information**

6. **Signature of Dean**

   ![Signature]

   24/10/2018
   Prof. Annamarie Jagose
   Dean
   Faculty of Arts and Social Sciences
CROSSCULTURAL AND APPLIED LINGUISTICS

Master of Crosscultural and Applied Linguistics

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>GCCRSAPL1000</td>
<td>Graduate Certificate in Crosscultural and Applied Linguistics</td>
</tr>
<tr>
<td>GNCRSAPL1000</td>
<td>Graduate Diploma in Crosscultural and Applied Linguistics</td>
</tr>
<tr>
<td>MACRSAPL-01</td>
<td>Master of Crosscultural and Applied Linguistics</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is an advanced learning master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

1. The embedded courses in this sequence are:
   a. the Graduate Certificate in Crosscultural and Applied Linguistics
   b. the Graduate Diploma in Crosscultural and Applied Linguistics
   c. the Master of Crosscultural and Applied Linguistics

2. A candidate for the graduate certificate or graduate diploma may apply to progress to a longer course in this sequence, providing the candidate meets the admission requirements for that course. 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 requires:

3. A bachelor's degree or higher award from the University of Sydney, or qualifications deemed by the faculty to be equivalent.

4. Admission to candidature for the Graduate Diploma requires:
   a. A bachelor’s degree or higher award from the University of Sydney, or a qualification deemed by the faculty to be equivalent.
   b. Completion of the requirements of the embedded graduate certificate in this discipline or qualifications deemed by the faculty to be equivalent.

5. Admission to candidature for the Master’s requires:
   a. A pass bachelor’s degree with a credit average, or an honours bachelor’s degree from the University of Sydney, or qualifications deemed by the faculty to be equivalent; or
   b. 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 Postgraduate Table of Units of Study for the Crosscultural and Applied Linguistics subject area.
(2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points including:
   (a) a minimum of 12 credit points of core units of study; and
   (b) a maximum of 12 credit points of core elective units of study.

(3) To qualify for the award of Graduate Diploma a candidate must complete 48 credit points including:
   (a) 24 credit points of core units of study; and
   (b) a minimum of 12 credit points of core elective units of study; and
   (c) a maximum of 12 credit points of elective units of study.

(4) To qualify for the award of Masters a candidate must complete 96 credit points including:
   (a) a minimum of 24 credit points of core units of study; and
   (b) a minimum of 30 credit points of core elective units of study; and
   (c) a maximum of 60 credit points from elective units of study; and
   (d) a minimum of 6 credit points of capstone units of study.

7 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 Master of Crosscultural and Applied Linguistics may be eligible for a reduction in the volume of learning of up to 48 credit points, subject to the following:
   (a) The maximum permissible reduction in the volume of learning is 48 credit points for a qualification at level 8 of the Australian Qualifications Framework in a relevant discipline as defined by the Faculty of Arts and Social Sciences.
   (b) The maximum permissible reduction in the volume of learning is 24 credit points for a qualification at level 7 of the Australian Qualifications Framework in a relevant discipline as defined by the Faculty of Arts and Social Sciences.
   (c) The maximum permissible reduction in the volume of learning is 24 credit points for relevant professional work experience deemed by the Faculty of Arts and Social Sciences to have conferred a volume of learning equivalent to that of a Graduate Certificate in a relevant discipline.
(4) The maximum combined 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.

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 2018 and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.
## Crosscultural and Applied Linguistics

Candidates for the Graduate Certificate in Crosscultural and Applied Linguistics must complete **24 credit points of core units of study** and **a minimum of 12 credit points of core units of study** and **maximum of 12 credit points of core electives units of study**.

Candidates for the Graduate Diploma in Crosscultural and Applied Linguistics must complete **48 credit points**, including **24 credit points of core units of study**, **a minimum of 12 credit points of core electives and a maximum of 12** credit points of elective units of study.

Candidates for the Master of Crosscultural and Applied Linguistics must complete **96 credit points**, including a minimum of **24 credit points of core units of study**, **a minimum of 30 credit points of core electives units of study**, a maximum of **36 credit points of elective units of study** and a minimum of **6 credit points of capstone units of study**.

### Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LNGS7002</td>
<td>Language, Society and Power</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>LNGS7006</td>
<td>Cross-Cultural Communication</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>LNGS7505</td>
<td>Structure and Function of Language</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>LNGS7506</td>
<td>Discourse and Communication</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Core Elective

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LNGS7101</td>
<td>Bilingualism</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>LNGS7102</td>
<td>Educational Linguistics</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>LNGS7109</td>
<td>Language and Identity</td>
<td>6</td>
<td>Semester 2</td>
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*This unit of study is not available in 2019*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>LNGS7274</td>
<td>Media Discourse</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>LNGS7275</td>
<td>World Englishes</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>LNGS7276</td>
<td>Discourses of Globalisation</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>LNGS7502</td>
<td>The Language of Business</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
<td>Semesters</td>
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<tr>
<td>----------</td>
<td>-------------------------------------------------</td>
<td>---------</td>
<td>-----------------</td>
</tr>
<tr>
<td>LNGS7503</td>
<td>Language and the Law</td>
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</tr>
<tr>
<td>LNGS7504</td>
<td>Medical Discourse</td>
<td>6</td>
<td>Semester 1</td>
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<tr>
<td>LNGS7507</td>
<td>Language and Communities</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>LNGS7521</td>
<td>Essay 1</td>
<td>6</td>
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</tr>
<tr>
<td></td>
<td><em>Note: Department permission required for enrolment</em></td>
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<td>Semester 2</td>
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</table>

**Elective**

<table>
<thead>
<tr>
<th>Code</th>
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<th>Semesters</th>
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<tbody>
<tr>
<td>ASNS6905</td>
<td>Asian Popular Culture</td>
<td>6</td>
<td>Semester 1</td>
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<tr>
<td>ASNS6906</td>
<td>Communicating in Asian Contexts</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>ASNS6908</td>
<td>Media Industries in East Asia</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>DVST6902</td>
<td>Development: Communication and Education</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td><em>This unit is delivered at the University of Sydney.</em></td>
<td></td>
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<tr>
<td>ECOP6015</td>
<td>Global Employment and Migration</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPJ5020</td>
<td>Literacy and Language Teaching</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>EDPJ5022</td>
<td>Research Methods in Language Studies</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPJ5026</td>
<td>Language Testing and Assessment</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Points</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------------</td>
<td>-----------</td>
</tr>
<tr>
<td>GCST5905</td>
<td>Identity Place and Culture</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECO6927</td>
<td>Organisational Communication</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MECO6919</td>
<td>Health Communication</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PACS6914</td>
<td>Conflict-Resolving Media</td>
<td>6</td>
<td>Intensive</td>
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<td>August</td>
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Students are advised to consult the Degree Coordinator before enrolling in the units below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>FASS7001</td>
<td>Academic English for Postgraduates</td>
<td>6</td>
<td>Semester 1</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>FASS7002</td>
<td>Critical Thinking and Persuasive Writing</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>WRIT6000</td>
<td>Professional Writing</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>WRIT6001</td>
<td>Professional Editing</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**Capstone**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>LNGS7528</td>
<td>Dissertation Part 1</td>
<td>6</td>
<td>Semester 1</td>
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<td>Semester 2</td>
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<tr>
<td></td>
<td><strong>Note:</strong> Department permission required for enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LNGS7529</td>
<td>Dissertation Part 2</td>
<td>6</td>
<td>Semester 1</td>
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<td></td>
<td><strong>Note:</strong> Department permission required for enrolment</td>
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<tr>
<td>LNGS7501</td>
<td>Professional Practice</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>P 48 credit points from the Cross-Cultural Communication table of units including 24 credit points of core units</strong></td>
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</tr>
</tbody>
</table>
Confidential OR 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 Hayley Fisher, Associate Dean (Postgraduate Programs) Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Paper title</td>
<td>New postgraduate specialisation in American Foreign Policy</td>
</tr>
<tr>
<td>Purpose</td>
<td>A new postgraduate specialisation in American Foreign Policy as an optional specialisation available in the Master of International Relations, Master of International Security, Master of International Studies, and Master of Public Policy, replacing the current US Studies specialisation.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee:

1) Approve and endorse the proposed new specialisation, with effect from January 1, 2020; and
2) Recommend that the Academic Board approve the proposal.

EXECUTIVE SUMMARY

It is proposed to introduce a new postgraduate specialisation in American Foreign Policy in the Faculty of Arts and Social Sciences.

The specialisation in American Foreign Policy would replace the specialisation in US Studies that is currently offered in the Master of International Relations, the Master of International Security, the Master of International Studies, and the Master of Public Policy, and would be an optional specialisation in these degree programs starting in 2020. The US Studies specialisation would be removed concurrently.

It complements the postgraduate coursework degrees offered by the Department of Government and International Relations, and organises pre-existing electives within those degrees into a coherent curriculum structure with assessable learning outcomes.

It requires the addition of no new units, and does not overlap with any existing specialisations. The units tabled in the proposed specialisation would continue to be available as preapproved electives to students in Government and International Relations, as well as to students in other degree programs in FASS, subject to the departmental permission of the component coordinator.

No changes are required to the resolutions for the Master of International Relations, Master of International Security, Master of International Studies, or Master of Public Policy. An update is required for the unit of study tables.

IMPLEMENTATION

Implementation:
From January 1, 2010
Faculty of Arts and Social Sciences
Course Component Proposal

Use this template to submit a proposal to create a new course component such as an undergraduate major or minor, or a postgraduate specialisation. The proposal will be reviewed by the Faculty UG or PG Coursework committee before proceeding to Faculty and Academic Board.

Title of course component

American Foreign Policy

Component type(s)

Postgraduate Specialisation

Undergraduate: program/major/minor
Postgraduate: specialisation

Course inclusions

Master of International Relations
Master of International Security
Master of International Studies
Master of Public Policy

Anticipated enrolments

25-30 enrolments

Component coordinator

Aaron Nyerges

Background and Curriculum Rationale

Please provide a short briefing on the proposed component, its field of study and broader context. Eg How does the proposed component fit into existing courses, what are its academic and disciplinary aims, is there a specific approach to teaching and assessment? Has stakeholder consultation been undertaken eg prospective/current students, other departments, external partners?

The Specialisation in American Foreign Policy would complement postgraduate coursework degrees offered by the Department of Government and International Relations. It organizes pre-existing electives within those degrees into a coherent curriculum structure with assessable learning outcomes. The US Studies Centre has undertaken consultation with current postgraduate students as part of its internal marketing research, and has consulted with the Department of Government and International Relations in the development of this proposed specialisation.

Requirements for completion

What are the requirements for the major/minor/specialisation including total credit points, and any requirements for core/selective units at different unit levels. The current handbook shows examples.

The Specialisation in American Foreign Policy will require 18 credit points to complete. It requires 6 credit points of core electives (i.e. USSC6903: US Foreign Policy and National Security) an 12 additional credit points from already existing electives listed on the table below. [See Appendix]

Impact on current curriculum

List any new units of study required for the creation of the component, describe any overlap with existing courses or course components, any competing components in other courses/faculties, and any areas of potential cooperation or integration (eg from a major to a Master's degree)

The Specialisation in American Foreign Policy requires the addition of no new units, and it does not overlap with any existing specialisations.

The Specialisation in American Foreign Policy would replace the Specialisation in US Studies that is currently offered in the Master of International Relations, the Master of
International Security, the Master of International Studies, and the Master of Public Policy.

American Foreign Policy would be an optional specialisation in these degree programs starting in 2020, and the US Studies Specialisation would be removed concurrently.

The units tabled in the proposed specialisation would continue to be available as pre-approved electives to students in Government and International Relations, as well as to students in other degree programs in FASS, subject to the departmental permission of the component coordinator.

Evidence of demand and enrolment estimates

Provide evidence/rationale for the anticipated enrolment numbers. If new units are required, is this anticipated to be new load or existing from other courses/components?

USCSS6903: US Foreign Policy and National Security has a maintained consistent load of greater than 25 enrolments for the past 5 years.

By organizing current GOVT and USSC electives into a specialisation, the load of existing degree programs would be directed in defined disciplinary pathways, effectively supporting the load of the electives tabled within it.

Description for external audiences

Please provide a description that will be suitable for external audiences in the handbook, Sydney Courses and recruitment material, up to 250 words.

This specialisation permits the study of core areas of American Foreign Policy, with special emphasis on its role in Asia and the Indo-Pacific. Study is informed and supported by the US Studies Centre, a university-based research centre dedicated to the rigorous analysis of American foreign policy, economics, politics and culture. The US Studies Centre conducts multiple research and teaching programs, including in Foreign Policy and Defence, and frequently hosts events with leading Australian and American politicians, policy makers and practitioners.
Appendix 1: Learning outcomes

- Each set of learning outcome should be succinct, with no fewer than 5 and no more than 8 outcomes.
- Each learning outcome must align with at least one of the University’s Graduate Qualities. Mark relevant Graduate Qualities with an X.
- Learning outcomes should include unambiguous achievements, reflecting the skills and knowledge attained and assessed throughout the course.
- Learning outcomes should start with an active verb such as (but not limited to); demonstrate, analyse, develop, produce, apply, create, evaluate.
- Learning outcomes indicate the level of student ability achieved and be developed in line with the expectations of the Australian Qualifications Framework (AQF).
- Embedded minors can share the same learning outcomes as their major.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Specialisation in American Foreign Policy]</td>
<td></td>
</tr>
<tr>
<td>On completion students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1 Demonstrate an advanced and integrated understanding of the body of knowledge related to American Foreign Policy</td>
<td>X  X  X  X</td>
</tr>
<tr>
<td>2 Research and apply theories and knowledge of international studies, international relations, international security or public policy to the knowledge or practice of American Foreign Policy</td>
<td>X  X  X  X  X</td>
</tr>
<tr>
<td>3 Critically reflect on the role of American Foreign Policy with respect to Australia and/or the Asia Pacific</td>
<td>X  X</td>
</tr>
<tr>
<td>4 Construct evidence-based arguments about problems, conclusions, theories and decisions related to American Foreign Policy</td>
<td>X  X  X  X  X</td>
</tr>
<tr>
<td>5 Articulate developments in American Foreign Policy to specialist and/or non-specialist audiences</td>
<td>X  X  X  X</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Confidential OR Non-Confidential

Author  Jennifer Peden, Coordinator Curriculum & Quality  
          Faculty of Arts & Social Sciences

Reviewer/Approver  Dr Hayley Fisher, Associate Dean (Postgraduate Programs)  
                   Faculty of Arts and Social Sciences

Paper title  Minor course amendment: Master of Education, Languages Education specialisation

Purpose  To amend the course resolutions for the Master of Education to include a specialisation in Languages Education

RECOMMENDATION

That the Graduate Studies Committee:

1) Approve and endorse the proposed amendments to the resolutions for the Master of Education and embedded degrees, introducing a Languages Education specialisation with effect from January 1, 2020; and

2) Recommend that the Academic Board approve the proposal.

EXECUTIVE SUMMARY

It is proposed to amend the resolutions for the Master of Education, Graduate Diploma in Educational Studies and Graduate Certificate in Educational Studies to include a specialisation in Languages Education.

The proposal aims to provide a set of professional learning pathways for teachers of modern and/or community languages.

IMPLEMENTATION

January 1, 2020

ATTACHMENTS

Minor course amendment: Master of Education
Minor Course Amendment Proposal

Faculty: Arts and Social Sciences, School of Education and Social Work

Contact person:

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 of the course in order to include a new specialisation,
   Languages Education

3. Details of amendment
   7 Specialisations
   (1) The completion of a specialisation is optional for these courses. The award of a
       specialisation is dependent on the units of study completed.
   (2) A specialisation in the Graduate Certificate requires the completion of the required core
       and elective units of study listed in the Table for the relevant specialisation.
   (3) A specialisation in the Graduate Diploma requires the completion of the required core and
       elective units of study listed in the Table for the relevant specialisation.
   (4) A specialisation in the Master of Education requires the completion of a minimum of 30
       credit points (except for the specialisation Taronga Conservation Science which requires the
       completion of a minimum of 24 credit points) chosen from units of study specific to the
       relevant specialisation, including the specified number of core and elective units for that
       specialisation; and a minimum of 6 credit points of capstone units.
   (5) The specialisations available are:
       (a) Educational Management and Leadership
       (b) Educational Psychology
       (c) Higher Education *
       (d) International Education
       (e) Languages 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 Science

* This specialisation is only offered at the Graduate Certificate level. Candidates completing
this specialisation can progress to the Graduate Diploma or Master’s degree; however will be
awarded with no specialisation.

4. Transitional arrangements
   (1) These resolutions apply to students who commenced their candidature after 1 January, 2020
       and students who commenced their candidature prior to January, 2019 who elect to proceed under these
       resolutions.
   (2) Students 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, 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

   26/10/2018
   Prof. Annamarie Jagose
   Dean
   Faculty of Arts and Social Sciences Version 01.10.2014
Master of Education (Languages Education)

This proposal aims to provide a set of professional learning pathways for teachers of modern and/or community languages. This group of teachers, variously known as teachers of languages other than English (LOTE), modern languages teachers (UK), foreign or heritage language teachers (US), is not to be confused with teachers of English as a second or additional language.

There are more than 4,000 languages teachers working in primary and secondary schools or TAFE and other adult learning institutions. These teachers traditionally do not undertake further study in education, opting instead for developing proficiency in their target language/s. Very few have progressed to executive or leadership positions in schools and very few undertake research degrees in university. The accrediting body, NSW Educational Standards Association (NESA) now requires that all teachers who graduated before 2004 need to undertake specified professional development in order to maintain their status as ‘proficient’ (i.e. expert) teachers.

NESA contacted me requesting that we submit an expression of interest for developing professional learning pathways for this group of teachers. The request involves designing professional learning modules but also Graduate Certificate in Education Studies and Master of Education (Languages Education). NESA has indicated that they would be interested in supporting discrete cohorts of languages teachers to undertake postgraduate coursework degrees. We submitted an EOI to NESA in August and await a response and request to tender for these initiatives.

The Graduate Certificate in Educational Studies would consist of four mandatory units of study. The Graduate Diploma in Educational Studies would consist of six mandatory units of study. The Master of Education (Languages Education) would consist of eight units of study which include six new units and several existing elective units. It is planned that there would be a specific cohort of languages teachers who could undertake this program. The cohort could be taught in alternate mode: for example teachers may gain relief from teaching and undertake classes one day or one afternoon per week. Professional learning tends to occur now in school time with teachers being funded to buy out of teaching. There would thus be some negotiation of the mode of delivery.

The program initially would not be open to participants not recruited and funded through this process and so it would only operate with a guaranteed funded cohort. There would be no overlap or confusion with existing specialisations such as TESOL. The target group teaches languages such as French, Arabic, Japanese, German and Chinese. The target group is one that has not hitherto been involved in postgraduate teacher education.

We thank you for consideration of this proposal.

Ken Cruickshank
Sydney University Institute for Community Language Education.
Title of course component

Master of Education (Languages Education)

Component type(s)
Undergraduate: program/major/minor
Postgraduate: specialisation

Postgraduate specialisation

Course inclusions
List all courses/degrees this component would be included in.
eg Bachelor of Arts, Master of International Relations

Master of Education
Graduate Diploma in Educational Studies
Graduate Certificate in Educational Studies

Anticipated enrolments
25 per year

Component coordinator
Dr. Ken Cruickshank

Background and Curriculum Rationale

Please provide a short briefing on the proposed component, its field of study and broader context. Eg How does the proposed component fit into existing courses, what are its academic and disciplinary aims, is there a specific approach to teaching and assessment? Has stakeholder consultation been undertaken eg prospective/current students, other departments, external partners?

The Sydney School of Education and Social Work proposes to offer this new specialisation as part of its Master of Education suite. This will capitalise on the Faculty of Arts and Social Science’s expertise in languages and languages education, supported by the Sydney University Institute for Community Language Education (SICLE) and is in response to demand for language education professional development by NESA (NSW Education Standards Authority) and professional associations (MLTA, AFMLTA).

The professional development of teachers for languages other than English is a priority area for NESA (2018-2020) and the NSW government which has allocated $11 million to languages and funded SICLE ($7.6 million). The Faculty of Arts and Social Sciences is a leader in languages and languages education nationally and internationally. The Sydney School of Education and Social Work was the first tertiary institution to offer languages teacher preservice education and now graduates some 40 teachers each year. It is the only tertiary institution in NSW offering both recognized preservice training for primary and secondary education graduates. The specialization draws on some existing electives from the MEd (TESOL) but the target group for the proposed specialization is teachers of languages other than English such as French, Japanese, Chinese and Arabic and NOT teachers of English as a second or foreign language. For this reason six new units would be developed. The proposed program would position the Faculty to maintain its position as leader in this field and is designed for both languages and non-languages educators, policy developers, consultants and researchers.

The emphasis, at both state and federal levels, on languages education makes this a priority area across all education sectors as evidenced by initiatives such as the proposed NSW primary specialization in languages and the development of new federal and state languages syllabuses. We have been approached by NESA for an EOI to develop pathways for languages teachers, trained before 2004 who need professional development to maintain ‘proficient’ status and also for those aiming for the ‘highly accomplished’ level in this area.

The course will prepare participants in the development and expansion of their knowledge, understanding and skills including leadership, pedagogies and policy roles in and beyond their current contexts. This program is also an opportunity to work collaboratively with FASS colleagues to include languages study and to enhance the scope and depth of study available to participants in an area that explicitly links teacher education, languages and cultures.

The proposal has been discussed with colleagues in the MEd (TESOL) and also colleagues in The School of Languages and Cultures in FASS. The specialization draws on some existing electives from the MEd (TESOL) but the target group for the proposed specialization is teachers of languages other than English such as French, Japanese, Chinese and Arabic and NOT teachers of English as a second or foreign language.
Requirements for completion

What are the requirements for the major/minor/specialisation including total credit points, and any requirements for core/selective units at different unit levels. The current handbook shows examples.

- a minimum of 5 units of study (30 credit points) from this specialisation, comprising:
  - a minimum of 4 units of study (24 credit points) of core units; and
  - a minimum of 1 unit of study (6 credit points) of elective units; plus
- a minimum of 1 unit of study (6 credit points) of capstone units; and
- a maximum of 2 units of study (12 credit points) of postgraduate Education units which can be chosen from any designation within the Master of Education program.

Impact on current curriculum

List any new units of study required for the creation of the component, describe any overlap with existing courses or course components, any competing components in other courses/faculties, and any areas of potential cooperation or integration (eg from a major to a Master’s degree)

There are no overlaps with existing courses although the proposed specialization would draw on existing M.Ed (TESOL) elective. There is inbuilt co-operation with FASS languages and also SSESW TESOL.

- ED PJ5XXX Investigating Approaches to Teaching Languages
- ED PJ5XXX Languages Policies and Practice
- ED PJ5XXX Learner Engagement through Technologies
- ED PJ5XXX Teaching languages through learning areas
- ED PJ5XXX Assessing languages learning
- ED PJ5XXX Leading languages: Teachers’ work

Evidence of demand and enrolment estimates

Provide evidence/rationale for the anticipated enrolment numbers. If new units are required, is this anticipated to be new load or existing from other courses/components?

There are more than 4,000 teachers of languages in NSW. Our research indicates that the only universities providing postgraduate languages teacher education are in other states (Melbourne and Flinders Universities). The program would thus be the only one in NSW.

It is proposed that initial cohorts be those funded through NESA to undertake professional learning modules developed to maintain languages teacher accreditation. These PL modules would have enrolments of 200 per year. Then, two cohorts of 25 -30 would be planned for the M.Ed (Languages) from teachers who have successfully completed the modules. Once this pathway is established and has gained a reputation in the field, it would be opened to all existing and intending teachers of languages. It is also expected that there would be interest from international students. Our discussions with professional associations and with NESA indicate that an estimate of 25 to 30 per year is conservative considering the enrolments in postgraduate TESOL degrees.

Six new units are required for this specialization which reflect current research in the field and which align with NESA accreditation requirements. Elective units will involve participants joining existing units in the M.Ed (TESOL). There is clearly a significant gap in professional development/postgraduate opportunities building on the priority area as outlined above. Languages Education offers excellent opportunities for professional development and research. NESA, NSW Modern Language Teachers Association, NSW Department of Education, Sydney Catholic Education and the Association of Independent Schools have all expressed support for the introduction of this program. The introduction of this Masters program will allow participants to build towards a significant professional specialization in this area.
Description for external audiences

Please provide a description that will be suitable for external audiences in the handbook, Sydney Courses and recruitment material, up to 250 words.

The Master of Education (Languages Education) is a higher degree for both professional educators and for those who are interested in pursuing a research program in the field of languages education. It is designed for those with teacher qualifications and/or experience, particularly in the languages field. The program is unique in its providing a pathway for participants to research aspects of the language they teach, along with developing high level competence in their teaching and an understanding of the broader issues in languages education policy and practice.

The Master of Education (Languages Education) introduces participants to contemporary trends and issues in research, theory and practice. It provides an in-depth understanding of areas such as bilingualism and intercultural education, languages assessment and program evaluation, second and heritage language development, computer assisted language learning. The program is for teachers across the range of languages other than English (modern/ foreign, community/ heritage). The program develops themes and examines theories and research relating to the practical issues of language teaching and learning in a second-language environment.

All of the teaching staff are languages specialists, who have academic and professional qualifications along with many years of professional experience. Please note that the program is not designed for teachers of English as a second or foreign language.
Appendix 1: Learning outcomes

- Each set of learning outcome should be succinct, with no fewer than 5 and no more than 8 outcomes.
- Each learning outcome must align with at least one of the University's Graduate Qualities. Mark relevant Graduate Qualities with an X.
- Learning outcomes should include unambiguous achievements, reflecting the skills and knowledge attained and assessed throughout the course.
- Learning outcomes should start with an active verb such as (but not limited to); demonstrate, analyse, develop, produce, apply, create, evaluate.
- Learning outcomes indicate the level of student ability achieved and be developed in line with the expectations of the Australian Qualifications Framework (AQF).
- Embedded minors can share the same learning outcomes as their major.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Languages Education</strong> On completion students will be able to:</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td>1 Demonstrate deep understanding of systems of language and second language</td>
<td>X</td>
</tr>
<tr>
<td>2 Apply evidence-based approaches to designing engaging program and curriculum across a range of learners in languages education</td>
<td>X</td>
</tr>
<tr>
<td>3 Demonstrate a critical understanding of key issues in policy and practice in the field of languages education</td>
<td>X</td>
</tr>
<tr>
<td>4 Analyse recent international and national research into languages education</td>
<td>X</td>
</tr>
<tr>
<td>5 Evaluate languages education programs and design coherent and consistent assessment of learner outcomes</td>
<td>X</td>
</tr>
<tr>
<td>6 Design differentiated learning pathways that incorporate information and digital literacy</td>
<td>X</td>
</tr>
<tr>
<td>7 Demonstrate the ability to develop intercultural awareness and understanding in teaching programs</td>
<td>X</td>
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</table>
## LANGUAGES EDUCATION

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td><strong>Languages Education</strong></td>
<td></td>
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### Core units

<table>
<thead>
<tr>
<th>Unit of study</th>
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<th>Session</th>
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<tr>
<td>EDPJ5XXX Investigating Approaches to Teaching Languages</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPJ5XXX Languages Policies and Practice</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPJ5XXX Learner Engagement through Technologies</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPJ5XXX Teaching languages through learning areas</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>EDPJ5XXX Assessing languages learning</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>EDPJ5XXX Leading languages: Teachers’ work</td>
<td>6</td>
<td>Semester 2</td>
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### Elective units

<table>
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<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>EDPJ5001 Intercultural Language Learning</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>EDPAS013 Program Evaluation</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>EDPJ5022 Research Methods in Language Studies</td>
<td>6</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>EDPJ5025 Bilingual Education</td>
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<td>Semester 1</td>
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### Capstone units

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<th>Unit of study</th>
<th>Credit points</th>
<th>Notes</th>
<th>Session</th>
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<tbody>
<tr>
<td>EDPZ6720 Dissertation</td>
<td>12</td>
<td>Note: Department permission required for enrolment</td>
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</tr>
<tr>
<td>EDPZ6724 Dissertation Part 1</td>
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<td>Semester 1 Semester 2</td>
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<tr>
<td>EDPZ6725 Dissertation Part 2</td>
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<td>P EDPZ6724 Note: Department permission required for enrolment</td>
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<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>EDPZ6730</td>
<td>Special Project 1</td>
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</table>
EDUCATION

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>
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<th>Code</th>
<th>Course title</th>
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<tr>
<td>GCEDUSTD-02</td>
<td>Graduate Certificate in Educational Studies</td>
</tr>
<tr>
<td>GNEDUSTD-01</td>
<td>Graduate Diploma in Educational Studies</td>
</tr>
<tr>
<td>MAEDUCAT-03</td>
<td>Master of Education</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Educational Studies
(b) the Graduate Diploma in Educational Studies
(c) the Master of Education

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.
5 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the Faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to candidature for the Graduate Certificate in Educational Studies, the Graduate Diploma in Educational Studies and the Master of Education (excluding the Sports Coaching and Teaching English to Speakers of other Languages specialisations) requires:

(a) a Bachelor of Education from the University of Sydney or equivalent qualification and either the completion of postgraduate studies, or professional experience equivalent to one year full-time, in a field considered by the Faculty to be appropriate to the program of studies; or

(b) a bachelor's degree and either the Diploma in Education, or the Bachelor of Teaching or the Master of Teaching from the University of Sydney, or equivalent qualification; or

(c) a bachelor's degree from the University of Sydney, or equivalent qualification, and either the completion of postgraduate studies, or professional experience equivalent to two years full-time, in a field considered by the Faculty to be appropriate to the program of studies; or

(d) in the case of the Graduate Diploma, completion of the embedded Graduate Certificate in Educational Studies from the University of Sydney, in the same specialisation as that in which the applicant wishes to proceed; or equivalent qualification; or

(e) in the case of the Master of Education, completion of the embedded Graduate Diploma in Educational Studies from the University of Sydney, in the same specialisation as that in which the applicant wishes to proceed; or equivalent qualification.

(3) Admission to candidature for the Graduate Certificate in Educational Studies (Sports Coaching), the Graduate Diploma in Educational Studies (Sports Coaching) and the Master of Education (Sports Coaching) requires:

(a) a bachelor's degree from the University of Sydney or equivalent qualification and either the completion of relevant postgraduate studies or a minimum of two years' coaching/sporting experience at an elite level; or

(b) Level 2 National Coaching Accreditation Scheme (NCAS) accreditation or the equivalent and either the completion of relevant postgraduate studies or a minimum of four years' coaching/sporting experience at an elite level; or

(c) in the case of the Graduate Diploma in Educational Studies (Sports Coaching), completion of the embedded Graduate Certificate in Educational Studies (Sports Coaching) from the University of Sydney, or equivalent qualification.

(d) in the case of the Master of Education (Sports Coaching), completion of the embedded Graduate Diploma in Educational Studies (Sports Coaching) from the University of Sydney, or equivalent qualification.

(4) Admission to candidature for the Graduate Certificate in Educational Studies (Teaching English to Speakers of other Languages), the Graduate Diploma in Educational Studies (Teaching English to Speakers of other Languages) and the Master of Education (Teaching English to Speakers of other Languages) requires:

(a) a bachelor's degree from the University of Sydney or equivalent qualification and either a postgraduate English language teaching qualification or at least two years' full-time English language teaching experience; or

(b) a bachelor’s degree in English language teaching or equivalent qualification and at least one year’s full-time English language teaching experience.

(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 specialisation. Candidates who intend to undertake these courses with a specialisation must complete the requirements specified in the Specialisations section below.

(3) To qualify for the award of the Graduate Certificate in Educational Studies without a specialisation a candidate must complete 24 credit points of units of study, chosen from any units listed in the Table.

(4) To qualify for the award of the Graduate Diploma in Educational Studies without a specialisation a candidate must complete 36 credit points of units of study, comprising:
(a) a minimum of 12 credit points of core units of study from one specialisation; and
(b) a maximum of 24 credit points of units of study, chosen from any units listed in the Table.

(5) To qualify for the award of the Master of Education without a specialisation a candidate must complete 48 credit points of units of study, comprising:
(a) 18 credit points of units of study from one specialisation, including a minimum of 12 credit points of core units and remaining of elective units; plus
(b) a maximum of 12 credit points of capstone units of study; and
(c) a minimum of 18 credit points of units of study, chosen from any units listed in the Table.

7 Specialisations
(1) The completion of a specialisation is optional for these courses. The award of a specialisation is dependent on the units of study completed.
(2) A specialisation in the Graduate Certificate requires the completion of the required core and elective units of study listed in the Table for the relevant specialisation.
(3) A specialisation in the Graduate Diploma requires the completion of the required core and elective units of study listed in the Table for the relevant specialisation.
(4) A specialisation in the Master of Education requires the completion of a minimum of 30 credit points (except for the specialisation Taronga Conservation Education which requires the completion of a minimum of 24 credit points) chosen from units of study specific to the relevant specialisation, including the specified number of core and elective units for that specialisation; and a minimum of 6 credit points of capstone units.
(5) The specialisations available are:
(a) Educational Management and Leadership
(b) Educational Psychology
(c) Higher Education *
(d) International Education
(e) Languages Education
(g) Leadership in Aboriginal Education
(h) Special and Inclusive Education
(i) Sports Coaching
(j) Taronga Conservation Education
(k) Teaching English to Speakers of other Languages

* This specialisation is only offered at the Graduate Certificate level. Candidates completing this specialisation can progress to the Graduate Diploma or Master's degree; however will be awarded with no specialisation.

8 Course transfer
A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

9 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January 2019 2020.
(2) Students who commenced prior to 1 January 2019 2020 will complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January 2020 2021. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Confidential OR 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 Hayley Fisher, Associate Dean (Postgraduate Programs) Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendment to the Resolutions of the Senate for degrees, diplomas and certificates of the Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Purpose</td>
<td>To request that the Graduate Studies Committee recommend that the Academic Board approved an amendment to the Resolutions of the Senate related to formally deleted and suspended courses of the Faculty of Arts and Social Sciences.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board approve an amendment to the Resolutions of the Senate for degrees, diplomas and certificate of the Faculty of Arts and Social Sciences, removing formally deleted courses, and indicating where applications have been suspended.

EXECUTIVE SUMMARY

The proposal seeks to amend the Resolutions of the Senate to remove formally deleted courses, where no enrolments exist, and to indicate where applications for Faculty of Arts & Social Sciences courses have been suspended.
MINOR COURSE AMENDMENT PROPOSAL

FACULTY/BOARD OF STUDIES: FACULTY OF ARTS AND SOCIAL SCIENCES

Contact Person:

Date:

1. Name of award course
   Resolutions of the Senate

2. Purpose of proposal
   The purpose of the proposal is to amend the Resolutions of the Senate for 2019.

3. Details of amendment
   The Resolutions of the Senate will be amended in order to:
   1. Remove formally deleted courses, where no enrolments exist.
   2. Indicate where applications for courses have been suspended.

   The following courses have been deleted and will be removed:
   Bachelor of Education (Secondary: Aboriginal Studies)
   Master of Arts
   Master of Asian Studies
   Master of Buddhist Studies
   Master of European Studies
   Master of Film Studies
   Master of Letters
   Master of Letters in US Studies
   Master of Museum Studies
   Master of Professional Communication
   Master of Translation Studies
   Bachelor of Arts (Advanced) (Honours) and Bachelor of Medicine and Bachelor of Surgery
   Bachelor or Economics and Doctor of Medicine
   Bachelor of Economics and Bachelor of Medicine and Bachelor of Surgery
   Graduate Diploma in Art Curatorship
   Graduate Diploma in Arts
   Graduate Diploma in Asian Studies
   Graduate Diploma in Buddhist Studies
   Graduate Diploma in European Studies
   Graduate Diploma in Film Studies
   Graduate Diploma in Museum Studies
   Graduate Diploma in Professional Communication
   Graduate Diploma in Translation Studies
   Graduate Certificate in Applied Linguistics
   Graduate Certificate in Art Curatorship
   Graduate Certificate in Arts Graduate
   Certificate in Asian Studies
   Graduate Certificate in Buddhist Studies
   Graduate Certificate in European Studies
   Graduate Certificate in Film Studies
   Graduate Certificate in Museum Studies
   Graduate Certificate in Professional Communication
   Diploma in Education (Aboriginal)
The following courses are no longer accepting new admissions:
Graduate Certificate in Teaching English as a Foreign Language
Graduate Diploma in Moving Images
Graduate Diploma in Contemporary Art
Doctor of Social Work
Doctor of Education
Master of Policy Studies

4. Transitional arrangements
N/A.

5. Other relevant information

6. Signature of Dean

26/10/2018
Prof. Annamarie Jagose
Dean
Faculty of Arts and Social Sciences
RESOLUTIONS OF THE SENATE

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Arts and Social Sciences

(1) With the exception of the Doctor of Letters and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Arts and Social Sciences. The Doctor of Letters and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2018. 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>BHARTADH-01</td>
<td>Bachelor of Arts (Advanced) (Honours) **</td>
<td>BA(Adv)(Hons)</td>
<td>144</td>
</tr>
<tr>
<td>BPARTAST01</td>
<td>Bachelor of Arts (Asian studies)**</td>
<td>BA(AsianStud)</td>
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<tr>
<td>BPARTAST-01</td>
<td>Bachelor of Arts (Asian studies)**</td>
<td>BA(AsianStud)</td>
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<td>BPARTLAN01</td>
<td>Bachelor of Arts (Languages)**</td>
<td>BA(Lang)</td>
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<tr>
<td>BPARTLAN-01</td>
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<td>BA(Lang)</td>
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<tr>
<td>BPARTMCO01</td>
<td>Bachelor of Arts (Media and Communications)**</td>
<td>BA (Media &amp; Comm)</td>
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<td>BPARTMCO-01</td>
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<td>BA (Media &amp; Comm)</td>
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<td>BPARTSAR-09</td>
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* May be awarded with honours following a further year of study.
** No new admissions

### 3 Combined degrees

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* May be awarded with honours following a further year of study.  
^ May be awarded with honours in an integrated program.  
** No new admissions.

### 4 Double degrees

<table>
<thead>
<tr>
<th>Code</th>
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<td>Bachelor of Arts (Advanced) (Honours)^ and Bachelor of Medicine and Bachelor of Surgery^**</td>
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<tr>
<td>BPARTMED-01</td>
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<td>BA/MD</td>
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<td>BPARTNUR-01</td>
<td>Bachelor of Arts* and Master of Nursing</td>
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<td>Bachelor of Economics* and Doctor of Medicine**</td>
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<tr>
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<td>Bachelor of Economics* and Bachelor of Medicine and Bachelor of Surgery^**</td>
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* May be awarded with honours following a further year of study.
^ May be awarded with honours in an integrated program.
** No new admissions

5 Graduate diplomas

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<td>Graduate Diploma in Buddhist Studies**</td>
<td>GradDipBuddhistStud</td>
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<tr>
<td>GNMHESTD-01</td>
<td>Graduate Diploma in Museum and Heritage Studies</td>
<td>GradDipMHS</td>
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<tr>
<td>GNMOVIMG-01</td>
<td>Graduate Diploma in Moving Image**</td>
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<tr>
<td>GNMSMSTD-02</td>
<td>Graduate Diploma in Museum Studies**</td>
<td>GradDipMuseumStud</td>
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<td>GNPECOST-01</td>
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<td>GNPOLECN-01</td>
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<td>Graduate Diploma in Policy Studies**</td>
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** No new admissions

6 Graduate certificates

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<td>GCARTCUR-01</td>
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<td>GCPECOST-01</td>
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** No new admissions
7 Diplomas
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Non-Confidential

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<tr>
<th>Author</th>
<th>Alison Green, Senior Project Officer, Sydney Dental School</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Elizabeth Martin, Academic Leader (Education) and Chair of the Sydney Dental School Learning and Teaching Committee</td>
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<tr>
<td>Paper title</td>
<td>2019 Academic Calendar – School of Dentistry</td>
</tr>
<tr>
<td>Purpose</td>
<td>Approval sought for the Faculty of Medicine and Health’s Doctor of Clinical Dentistry Research Provisions to come into effect from the 1st January 2019.</td>
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</tbody>
</table>

**RECOMMENDATION**

As endorsed by the Faculty of Medicine and Health Faculty Board on 10 September 2018, the Graduate Studies Committee recommends that the Academic Board:

1. approve the proposal from the Faculty of Medicine and Health to amend the Doctor of Clinical Dentistry; and
2. approve the amendment of Course Resolutions arising from this proposal, with effect from 1 January 2019.

**EXECUTIVE SUMMARY**

Following advice from the Office of General Council in 2017 concerning the requirements for the research treatise outlined in the course resolutions, amendments have been made so that all information pertaining to the submission and assessment of the research treatise has been removed from section 6 of the course resolutions, with effect from the 1st January 2019.

In agreement with the University Policy Manager, this new local provision has been written to provide greater detail and clarity of the requirements for the treatise. The faculty provisions have been approved by the Faculty Board and do not require approval by the Graduate Studies Committee or the Academic Board.

**ATTACHMENTS**

1. Doctor of Clinical Dentistry amended course resolutions
2. Doctor of Clinical Dentistry Research provisions
Minor Course Amendment Proposal

Faculty: Medicine and Health

Contact person: Alison Green

1. Name of award course
   Doctor of Clinical Dentistry

2. Purpose of proposal
   To amend the Doctor of Clinical Dentistry course resolutions to align with new Faculty of Medicine and Health – Doctor of Clinical Dentistry Research Provisions. The resolutions will be amended as outlined below:

3. Details of amendment
   6. Requirements for award (4)(b) within 4 years from the commencement of candidature, submit a research treatise that meets the requirements of the relevant faculty provisions Doctor of Clinical Dentistry Research Provisions.

4. Transitional arrangements
   None

5. Other relevant information
   Doctor of Clinical Dentistry Course Resolutions attached

6. Signature of Dean
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

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<td>TCCLDORD-01</td>
<td>Doctor of Clinical Dentistry (Orthodontics)</td>
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<tr>
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<td>Doctor of Clinical Dentistry (Paediatric Dentistry)</td>
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<td>GCCLDHD-01</td>
<td>Graduate Certificate in Clinical Dentistry (Hospital Dentistry)</td>
</tr>
<tr>
<td>GCCLDOBI-01</td>
<td>Graduate Certificate in Clinical Dentistry (Oral Biology)</td>
</tr>
<tr>
<td>GCCLDARE-01</td>
<td>Graduate Certificate in Clinical Dentistry (Advanced Restorative)</td>
</tr>
<tr>
<td>GCCLDTOM-01</td>
<td>Graduate Certificate in Clinical Dentistry (Tooth Mechanics)</td>
</tr>
<tr>
<td>GCCLDSU-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 Faculty.

3 Streams and embedded courses in this sequence

(1) The Clinical Dentistry program is a postgraduate coursework award course available in an embedded sequence, at the level of doctor, graduate diploma or graduate certificate, and must be completed in a designated stream. Candidates who wish to transfer between streams should contact the Student Administration Office.

(2) A candidate for the Doctor of Clinical Dentistry may elect to discontinue study and graduate with a shorter award from the embedded sequence, provided the requirements of the shorter award have been met. Only the highest award completed will be conferred.

(3) The following table shows the course levels and the streams awarded at each level of the embedded sequence.

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Diploma</th>
<th>Doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Health</td>
<td>Child Health</td>
<td>Paediatric Dentistry</td>
</tr>
<tr>
<td>Hospital Dentistry</td>
<td>Hospital Dentistry</td>
<td>Oral Medicine</td>
</tr>
<tr>
<td>Hospital Dentistry</td>
<td>Hospital Dentistry</td>
<td>Special Needs Dentistry</td>
</tr>
<tr>
<td>Oral Biology</td>
<td>Oral Biology</td>
<td>Periodontics</td>
</tr>
<tr>
<td>Advanced Restorative</td>
<td>Advanced Restorative</td>
<td>Prosthodontics</td>
</tr>
<tr>
<td>Tooth Mechanics</td>
<td>Tooth Mechanics</td>
<td>Orthodontics</td>
</tr>
</tbody>
</table>

29 October 2018 13:39:19 Academic Board approved
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;
   and
   b. a pass in any written or practical entry examination and/or performance in an interview to a standard considered satisfactory by the faculty;
   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;
   and
   b. a pass in any written or practical entry examination and/or performance in an interview to a standard considered satisfactory by the faculty;
   and
   c. local applicants to be registered with the Dental Board of Australia for practice;
   and
   d. 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.
(4) Applicants for the Graduate Diploma of Clinical Dentistry (Conscious Sedation and Pain Control) stream are required to submit three referees reports and a letter of intent outlining reasons for applying for this diploma course.
(5) Applicants for the Graduate Diploma of Clinical Dentistry (Oral Implants) 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 Course Co-ordinator.

6 Requirements for award
(1) The units of study that may be taken for the courses are set out in the table of units for Graduate Coursework Degrees.
(2) To qualify for the award of the Graduate Certificate in Clinical Dentistry a candidate must complete the prescribed 24 credit points of units of study listed for the relevant stream.
(3) To qualify for the award of the Graduate Diploma in Clinical Dentistry a candidate must complete the prescribed 48 credit points of units of study listed for the relevant stream.
(4) To qualify for the award of the Doctor of Clinical Dentistry a candidate must:
   a. successfully complete the prescribed 144 credit points of units of study as 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 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) Any student who fails a reassessment will be considered to have failed the relevant year or semester and will be required to repeat it.
(4) 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.
(5) 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.
(6) Any student who successfully completes a reassessment, and has not yet reached the maximum period for meeting course requirements will be permitted to progress.
(7) 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.
(8) When repeating a year or semester, no exemptions from normal course requirements will be permitted.

8 Cross institutional study
Cross institutional study is not available in this course.

9 International exchange
International exchange is not allowed in this course.
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.

3. In determining whether or not to grant a reduction in the volume of learning and/or credit the Faculty will consider the following factors:
   (a) the clinical experience of the candidate, which must be at least five years to be eligible for a reduction in the volume of learning;
   (b) the equivalence of units taken in prior study with units in this course; and
   (c) the completion of a research project as part of prior study which may include the publication of a paper arising from such a project.

4. The maximum reduction in the volume of learning for prior study granted to a candidate will not exceed 50% of the requirements of the course.
RECOMMENDATION

That the Graduate Studies Committee:

1. **Endorse** the model for the implementation of the HDR coursework requirement (**Attachment 1**);
2. **Endorse and recommend to the Academic Board** the proposed amendments to the Graduate Studies Committee Terms of Reference, to enable the Committee to be responsible for academic governance of the HDR coursework requirement (**Attachment 2**);
3. **Endorse and recommend to the Academic Board** the proposed amendments to the Progress Planning and Review for Higher Degree by Research Students Policy 2015 to require students to complete the HDR coursework requirement and enable it to be managed through the student’s progression plan (**Attachment 3**);
4. **Request faculties** provide the relevant information for existing units of study taught to HDR students to be included in Table R by 30 November 2018.

EXECUTIVE SUMMARY

In October 2017, the University Executive approved a proposal to develop a University-wide HDR coursework curriculum to provide opportunities to all HDR students to develop the graduate qualities. An implementation model has been developed (**Attachment 1**) that:

- establishes a new table of units specifically designed for HDR students (Table R), from which coursework can be selected;
- makes the Graduate Studies Committee responsible for the approval of the inclusion of units of study in Table R;
- allows for coursework to be funded by top-slicing the Research Training Program grant, and returning a nominal amount for the cost of teaching to the faculty offering the units of study;
- allows for the completion of the HDR coursework requirement to be managed through the Progress Planning and Review for Higher Degree by Research Students Policy 2015 (the Progression Policy).

Three types of units are now proposed for inclusion in Table R, subject to approval by the Graduate Studies Committee (GSC). These are new, 5000-level, 2 credit point OLE units, existing units approved for HDR students that will be included in Table R, 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. In August 2018, faculties provided lists of units that they require or encourage HDR students to take to build their research skills and capabilities. These units will automatically be added to Table R, and faculties are asked to provide relevant information to the Committee so that it can determine whether enrolment in the units should be open to all HDR students, or restricted to students within the faculty.

The BIS OLE Subcommittee has considered expressions of interest for 17 new OLE units targeted to HDR students, with 14 approved or conditionally approved for full unit development, and a further 3 that require revision and resubmission. Faculties also offer a range of existing units of study to HDR students, and may apply to GSC to include these units in Table R.

New unit development is underway and is scheduled for completion by the end of March 2019 to enable the Academic Model team to undertake the system configuration needed for PhD students to enrol in units from...
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Research Period 1, 2020 and Research Masters students to enrol in units from Research Period 1, 2021. Course resolutions for Masters by research and Doctorates other than the PhD will be amended where appropriate over the course of 2019.

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 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. Each PhD or other Doctorate by Research student 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 a new Table designed specifically for HDR and Master of Advanced Studies students: Table R.

Table R will contain three types of units:

- OLE units developed specifically for the HDR coursework curriculum, which will be 2 credit points in size to maximise the opportunity for students to take a variety of units in support of their development of the graduate qualities.
- existing coursework units (5000 level or above) approved for HDR students;
- faculty-restricted coursework units that use departmental permission to restrict enrolments to students enrolled with that faculty. These should only occur where class size must be limited because the cost of teaching is high, the units are narrowly specialised in focus or specialised facilities are utilised.

It is intended that the minimum requirement will commence for PhD students in 2020, and for Masters by Research and Doctorates by Research other than the PhD students in 2021 to allow for any necessary amendments to be made to course resolutions. Students will be required to complete the HDR coursework requirement within 8 research periods of commencement, for full-time Doctoral students, and 4 research periods of commencement for Masters by Research students. It is intended that students would 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.

ISSUES

The Education portfolio has been working to develop a broad menu of available units that is suitable for HDR students from all disciplines. To do this, the portfolio is proposing to include some existing HDR units of study in Table R, complemented by new, 5000-level OLE units. Through a series of workshops held in June and July 2018, a suite of 17 new 5000-level OLE units were proposed for inclusion in Table R. These cover three priority areas related to the PhD graduate qualities: quantitative analysis, qualitative analysis, and ethics.

In parallel, through the UE Research Education Committee meeting in August 2018, faculties were asked to provide details of existing units of study that are taught to HDR students (Attachment 4). Existing units that have been approved for HDR students will automatically be added to Table R. At present, the list of units may not include opportunities that are suitable for all students. To ensure that students have a wide enough range of units to select from to fulfil the HDR coursework requirement, faculties are asked to consider whether there are any additional units that need to be included in Table R. Faculties also need to consider whether units should be restricted to students from the faculty via departmental permission; or made available to all HDR students. Faculties are requested to provide the relevant information to the Education portfolio by 30 November 2018. The portfolio will provide faculties with a template, and collate the information for the consideration of GSC at its next meeting on 12 March 2019.
Faculties who wish to require students to undertake coursework in excess of 12 credit points for PhD students or 6 credit points for Masters by Research students will need to continue to do so via the milestone process, taking care that students are not required to and do not exceed the limit of 33% coursework within a research degree.

**IMPLEMENTATION**

**Governance**

It is proposed that Graduate Studies Committee will provide academic oversight of the University’s program of coursework for higher degree by research students. This includes two responsibilities:

- approving the inclusion, removal or amendment of units of study in Table R; and
- approving restrictions on enrolment in units of study within Table R.

The Committee’s Terms of Reference (Attachment 2) have been updated for endorsement to reflect these responsibilities.

There are two components to the responsibility for Table R. Firstly, GSC will consider applications from faculties to restrict enrolments in existing units of study that are added to Table R. In considering restrictions on enrolment, GSC will consider the level of specialisation and constraints on teaching resources (e.g. staffing, facilities, equipment and other resources). Units without restrictions on enrolment must be available for HDR students from any faculty to take. As a result, faculties may need to consider updating or modifying the content of the units to ensure that they have broad relevance.

Secondly, GSC will consider the inclusion of OLE units in Table R as part of the HDR coursework requirement. New OLE units also need to be approved by the BIS OLE Subcommittee for inclusion in the Open Learning Environment.

In considering whether to list units in Table R, it is proposed that GSC should have regard to the following principles:

- Units must enhance the capacity of research students to meet one or more of the PhD graduate qualities.
- Units should be targeted towards postgraduate research students. While acknowledging that other students may take the units (particularly in the case of OLE units), the topics, content and material should be focused on students completing research projects and developing the skills and attributes needed for research careers.
- Units must not replicate content already available in the OLE at 1000-3000 level, but may build on that content to provide more advanced, research-focused material with learning outcomes appropriate for HDR students.
- Units should not be used to train students in basic compliance competencies such as work health and safety or legislative requirements.
- Units should not replicate standard introductory methods in a particular discipline – for example basic statistics in a stated discipline. Such topics should be covered in a single, discipline-agnostic unit teaching basic statistics.
- Where similar units are proposed, the project leaders should collaborate to form a single, broadly applicable unit and/or several appropriately differentiated units within a coherent set of options.
- Units in which the content is related should, if possible, be grouped together under a common theme. The common naming convention for doing this is Theme: Name.

**Policy changes to implement the HDR coursework requirement**

The HDR Rule allows for coursework to form part of HDR degrees. It is proposed that the vehicle for managing the completion of the HDR coursework requirement will be the student’s progress plan completed under the Progress Planning and Review Policy 2015 (the Progression Policy). A Part 2A has been added to the Progression Policy for consideration which explains what the HDR coursework requirement is, what units will be available to students, the time limits for completion of the coursework and recognition of prior learning. Schedule 1: University milestones and activities has also been amended to include milestones related to the
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completion of the coursework requirement. It is proposed that Table R will be attached to the Progression Policy as *Schedule 2: Table R*. 

A package of associated changes to the HDR Rule is currently progressing through the Academic Standards and Policy Committee that includes reference to the HDR coursework requirement in the Progression Policy.

Course resolutions for Masters by research degrees will also be amended where appropriate. Where course resolutions already specify at least 12 credit points of coursework it is anticipated that faculties will include these units of study in Table R. Where course resolutions do not currently specify coursework, the Education portfolio will work with faculties over the course of 2019 to amend those course resolutions.

**Creation of new 5000-level OLE units**

On 21 September 2018, the BIS OLE Subcommittee considered expressions of interest for a suite of 17 new OLE units targeted to HDR students, of which 2 units have been withdrawn from consideration by faculties (*Attachment 5*). BIS approved the further development of these units for the OLE on 11 October 2018. 13 units were approved or conditionally approved, with a further 3 requiring revision and resubmission. Unit coordinators and faculties have been advised of the outcomes of the Subcommittee’s discussions and full unit proposals for those units that were approved or conditionally approved are now underway. This suite of new units, combined with any existing units that faculties wish to include in the HDR coursework curriculum, will form the initial offering within Table R, subject to the approval of GSC.

**Implementation timeframe**

A high-level overview of the timeframe for implementation is outlined in the table below. The timeframe for developing new OLE units is tight, and it should be noted that faculty board approval is required prior to the full unit proposals being considered by the BIS OLE Subcommittee on *5 February 2019*.

<table>
<thead>
<tr>
<th>Work stream</th>
<th>Deliverable</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development of new, 5000-level OLE units targeted to HDR students</strong></td>
<td>OLE unit EOIIs approved by BIS OLE Subcommittee</td>
<td>21 September 2018</td>
</tr>
<tr>
<td></td>
<td>Full OLE unit proposals developed and approved by faculty boards</td>
<td>By 22 January 2018</td>
</tr>
<tr>
<td></td>
<td>Full OLE unit proposal approved by BIS OLE Subcommittee</td>
<td>5 February 2019</td>
</tr>
<tr>
<td></td>
<td>OLE units approved by GSC for inclusion in Table R</td>
<td>12 March 2019</td>
</tr>
<tr>
<td><strong>Inclusion of existing HDR targeted units of study in the HDR curriculum</strong></td>
<td>GSC endorse process for considering and approving units for offer in Table R</td>
<td>6 November 2018</td>
</tr>
<tr>
<td></td>
<td>Academic Board endorse amended Terms of Reference for GSC</td>
<td>27 November 2018</td>
</tr>
<tr>
<td></td>
<td>Faculties provide relevant information for existing units to be included in Table R</td>
<td>30 November 2018</td>
</tr>
<tr>
<td></td>
<td>GSC considers all proposed units for inclusion in Table R for 2020</td>
<td>12 March 2019</td>
</tr>
<tr>
<td><strong>Policy amendments</strong></td>
<td>Changes to HDR Rule endorsed, and amended <em>Progress Planning and Review for Higher Degree by Research Students Policy</em> approved by Academic Board</td>
<td>27 November 2018</td>
</tr>
<tr>
<td></td>
<td>Changes to HDR Rule endorsed by Senate</td>
<td>14 December 2018</td>
</tr>
<tr>
<td></td>
<td>Amendments to course resolutions for Masters by research and other Doctorates (exc. Higher Doctorates)</td>
<td>Over the course of 2019 for commencement in 2021.</td>
</tr>
<tr>
<td><strong>Operational implementation</strong></td>
<td>Creation of Table R and system configuration</td>
<td>By March 2019</td>
</tr>
<tr>
<td></td>
<td>Build Table R, including with approved existing units and new OLE units</td>
<td>April 2019 onwards</td>
</tr>
<tr>
<td><strong>Marketing and communications</strong></td>
<td>Include the HDR coursework requirement in the Postgraduate Guide for students commencing in 2020</td>
<td>February 2019</td>
</tr>
<tr>
<td><strong>Commencement of HDR coursework requirement</strong></td>
<td>HDR coursework requirement commences for PhD students</td>
<td>January 2020</td>
</tr>
<tr>
<td></td>
<td>HDR coursework requirement commences for Masters by research and other Doctorate students (exc. Higher Doctorates)</td>
<td>January 2021</td>
</tr>
</tbody>
</table>
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Attachment 1: HDR Coursework Implementation
Attachment 2: Draft amended Terms of Reference for Graduate Studies Committee
Attachment 3: Proposed amendments to the Progress Planning and Review Policy for Higher Degree by Research Students 2015
Attachment 4: Current list of existing HDR units of study
Attachment 5: Proposed new OLE units approved for further development by BIS
**HDR Coursework Implementation**

1. **Background**

   In October 2017 the University Executive (UE) endorsed a paper recommending the introduction of a coursework requirement into Higher Degrees by Research (HDR degrees) at the University. The aim of this change is to provide structured learning opportunities that will support development of the PhD graduate qualities, improve preparation for research and deliver on the University of Sydney’s vision of lifelong learning by students.

   This paper outlines the proposed mechanisms for administering the new coursework requirement, the ways in which funding will be made available to support teaching this coursework, and the proposed manner in which the coursework curriculum will be developed in order to minimise unnecessary duplication and ensure a coherent, relevant, and challenging program is available to students.

   The principle behind this enhancement to HDR education is to provide a coherent and consistent curriculum that will improve HDR candidature, broaden PhD graduates’ skills and better prepare HDR students as leading researchers. Hence implementation will focus on offering the greatest range of units so that student and supervisor may identify relevant learning opportunities for a given student-project combination. Such a curriculum will necessarily be general in its entirety but specific in detail for a given student.

   Completion of a given set of coursework units will better enable students to acquire and demonstrate the graduate qualities. The PhD graduate qualities were developed through consultation with PhD supervisors and coordinators and were introduced in November 2017. The graduate qualities enrich the Sydney PhD by assisting students to develop the broader skills and attributes that will allow them to become exceptional researchers.

   PhD and students of other Doctorates by Research will be required to take 12 credit points of units from a newly created table (Table R). Where students are already required to undertake approved coursework for a Doctorate by Research, these units of study will be automatically added to Table R. Units in Table R without restrictions on enrolment must be available for HDR students from any faculty to take. The Graduate Studies Committee of Academic Board (GSC) will consider applications from faculties to restrict enrolments in existing units of study that are added to Table R, via departmental permission. In considering restrictions on enrolment, GSC will consider the level of specialisation and constraints on teaching resources (e.g. staffing, facilities, equipment and other resources). As a result, faculties may need to consider updating or modifying the content of the units to ensure that they have broad relevance.

   Masters by Research students will be required to take 6 credit points. Students may select any combination of units from Table R to fulfil the coursework requirement subject to consultation with their supervisor and in accordance with faculty milestones specified under the Progress, Planning and Review for Higher Degree by Research Students Policy 2015. These units will be delivered at a minimum of 5000 level with learning outcomes appropriate for HDR students enrolled in an Australian Qualification Framework (AQF) level 9 or 10 degree, consistent with the recommendations from the
Australian Council of Learned Academics (ACOLA) implementation plan released by the Minister on 22 December 2017.

Additionally, a portion of Research Training Program (RTP) funding will be retained centrally and used to reimburse faculties based on the teaching load of those HDR curriculum coursework units which they deliver. The funding retained will be $1200 per PhD student and $600 per Masters student, and will be withheld from faculties based on student numbers commencing in any given year. This will then be reimbursed to faculties at a rate of $100 per student per credit point. The paper outlining these arrangements and an extract from the UE minutes are at Appendix 1.

2. Administering the Coursework Requirement

For technical reasons, to implement a credit point requirement for coursework in HDR degrees, it is necessary to establish enrolment diets in Sydney Student for HDR students that allow enrolment into the coursework units at any point during candidature. In order to ensure that students utilise the coursework to develop the skills and capabilities they need to complete their research however, students will be required to complete the coursework requirement within 8 research periods of commencement for PhD students, and 4 research periods of commencement for Masters by research students.

This requirement will be set out in the Progress Planning and Review for Higher Degree by Research Students Policy 2015 (the Progression Policy). Course resolutions for Masters by research degrees will also be amended where appropriate. Completion of the coursework requirement will be managed through the student’s progress plan and the annual progress review process. Section 3 provides further detail.

For PhD students, the HDR coursework requirement will commence in Research Period 1, 2020. For the degrees governed by Parts 2 and 3 of the HDR Rule (Masters by Research and Doctorates by Research other than the PhD), requirements additional to the HDR Rule are set out in course resolutions. Some course resolutions already require students to complete specified coursework; while others do not. Where course resolutions already specify at least 12 credit points of coursework, these units will be automatically added to Table R. Where course resolutions do not currently specify coursework, the Education portfolio will work with faculties over the course of 2019 to assess the need for any further changes. For these degrees, the HDR coursework requirement will commence in Research Period 1, 2021.

An optional unit of study enrolment screen will be created as part of the SITS enrolment process for PhD HDR students to allow them to select units of study that may be taken in fulfilment of the coursework requirement from a nominal ‘Table R’. This Table will include three types of units, namely:

- OLE units developed specifically for the HDR coursework curriculum, which will be 2 credit points in size to maximise the opportunity for students to take a variety of units in support of their development of the graduate qualities.
- existing coursework units (5000 level or above) approved for HDR students; and
- faculty-restricted coursework units that use departmental permission to restrict enrolments to students enrolled with that faculty. These should only occur where
class size must be limited because the cost of teaching is high, the units are narrowly specialised in focus or specialised facilities are utilise.

Some faculties already require or encourage HDR students to take some coursework as part of their HDR program. All such coursework units will be listed in Table R and Faculties will need to provide the relevant information to Graduate Studies Committee in order for the Committee to consider whether enrolment in the units may be restricted. Teaching in Table R units will attract funding from the RTP as described in Section 4 below.

On the system, this arrangement will result in an EFTSL higher than 1 in one or more years for each student, however the University currently reports HDR EFTSL to the Australian Government based on their research period EFTSL only and does not count any coursework units undertaken as part of the MPhil or PhD. This occurs at present whether or not the units of study have credit points attached. The units of study are reported, where required, to the Australian Government, but they do not contribute to EFTSL. It is proposed that the same arrangement will apply to the HDR curriculum units.

It is noted that research students are not permitted to allow the volume of coursework to exceed 33% of their degree. Because a research student's workload is measured in hours in a research period, it does not necessarily align well with the expected volume of work required to complete a certain number of credit points. Students and supervisors will need to plan coursework as part of the research enrolment to ensure that students do not exceed the maximum coursework allowed in a research degree. For guidance, it is suggested that PhD and Doctorate by Research students should take a maximum of 48 credit points of coursework, or 12 credit points per year. Masters by Research students should take no more than 24 credit points in total, or 6 credit points per year.

At present, this arrangement for HDR student enrolment in coursework units does not generate fees for students and there is no subsequent allocation of revenue to the faculties teaching the units. A manual reallocation of funding between the enrolled faculty and the teaching faculty is therefore proposed in this case, using the model for top slicing the RTP funding (for international and domestic students) discussed in section 4, below. The workload for the finance adjustment should be minimal – each research period the credit points for the teaching and enrolment faculty could be calculated and a journal prepared. There are existing reports that could readily facilitate this work.

A two credit point limit on the size of new coursework units would allow students to take shorter courses on an as-needed basis, and to ‘stack’ units in such a way as to tailor them to their interests and needs, as agreed with their supervisor. It would also mean the time commitment to coursework can be spread throughout the academic year and permit greater flexibility for faculties in scheduling the required units. If this path is chosen, consideration could be given to redesigning the small number of 6 credit point 5000-level OLE units that have been given EOI approval by the BIS OLE Subcommittee; at least if the intention is for these to form part of the HDR curriculum. It should be noted that designating a single credit point size for the new units will also make funding teaching of these units more straightforward (see section 4). Existing faculty units which are larger than 2 credit points in size are not proposed to be modified if included within the HDR curriculum at this stage.
2.1 Units within the Open-Learning Environment

It is anticipated that as the HDR coursework curriculum grows, the bulk of the units available will be OLE units (see section 5). As per the rules of the OLE, OLE units will be open to all for enrolment, without pre-requisites or co-requisites and must also be available in a zero credit point, on-demand unit, the content and assessment of which is a subset of the credit-bearing unit. Note that this does not preclude units teaching advanced material, but that expected prior knowledge should be made clear to students using the ‘assumed knowledge’ field. The full requirements and further information on developing an OLE unit is available online here. Please note that OLE units are units of study and subject to all applicable faculty approval and quality processes.

Discussions with Associate Deans Research Education have emphasised the valuable flexibility of fully online credit-bearing OLE units within the HDR curriculum, especially for students with limited access to the Camperdown/Darlington campus. Nonetheless, accompanying face-to-face workshops and masterclasses are often desirable and appropriate, and have the added benefit of building connections among the HDR cohort. As for-credit units of study, it will still be necessary to ensure that fully online OLE units are attached to a session for offer, rather than available on a ‘rolling’ basis in the manner of the zero credit point units.

2.2 Faculty-restricted Coursework Units

Units of study that are specific to students enrolled in the faculty of offer may be offered in the HDR coursework curriculum, as ‘faculty-restricted’ units. For the same reasons that the OLE units of study may be best uniformly sized at two credit points, it is strongly recommended that newly created faculty-restricted units are also two credit points in size to encourage simplicity and allow students to choose more freely and in a manner attuned to individual need.

To enable units to be restricted to students enrolled in the faculty of offer, departmental permission can be used on these units. This would also allow for cases in which students outside the faculty have a good academic purpose for requesting access to them. Units of study with departmental permission also appear in all students’ enrolment lists, which would mean that unlike special permission units, students outside the faculty would still be able to discover the units and request access to them.

Where faculties already offer coursework to HDR students, an application should be made to the GSC to make these units available within Table R. In reviewing these, GSC will ensure that duplication and overlap between units is avoided, and quality standards are maintained.

2.3 Existing Coursework Units

There are a number of existing coursework units taught to HDR students that have helped students to develop skills in relevant research methods, for example. These units will automatically be added to Table R, and will be open to all HDR students by default. Faculties may apply to GSC to restrict enrolment in these units. It is proposed that the following principle be used to determine the mix of existing, ‘faculty-restricted’ and OLE units within the HDR coursework curriculum:

- Faculties should, where possible, develop 5000-level units of study for offer in the Open Learning Environment rather than limiting units of study to students enrolled in the faculty. Faculties are strongly encouraged to only develop new units of study that will be restricted to students enrolled within their faculty where:
• the unit deals with research techniques utilising specialised equipment (e.g. advanced microscopy) or teaching spaces;
• teaching the unit involves substantial costs and the faculty needs to limit the number of students accordingly; or
• there is a need to offer highly specialised coursework of likely interest only to students in the faculty.

As existing units are mostly 6 credit points in size, faculties should be cognisant that students who enrol in these units will have limited capacity to access a broad range of other units.

Faculties who wish to require students to undertake coursework that is in excess of the requirement of 12 credit points for the PhD and 6 credit points for Masters by Research degree will need to continue to do so via the milestone process, taking care that students are not required to and do not exceed the limit of 33% coursework within a research degree.

Exemptions to allow faculty-specific restriction for new units of study would be approved by the Graduate Studies Committee (Figure 1).

3. Progression
Since HDR coursework is focused on enhancing the development of the researcher, completion of the coursework requirement should take place early in candidature. Supervisors must guide a student’s choice and the timing of units with respect to planned candidatures, and Associate Deans / Postgraduate Coordinators will need to check through the Annual Progress Review process that the coursework has been completed at an appropriate point. A final check would also need to occur at the point an ‘Intent to Submit’ was received.

It is hoped that failure rates for the coursework units would be low. If students do fail these units, they may repeat them or take other units in fulfilment of the requirement. The Annual Progress Review process would be used to consider whether or not a student is making satisfactory progress, including in the coursework requirement.

The coursework requirement will be contained within the Progress, Planning and Review for Higher Degree by Research Students Policy 2015 for the PhD and within course resolutions for non-PhD Doctorates and for Masters by research degrees. Completed units of study will be recorded on the transcript, and students must achieve a pass. Units may be pass/fail, or graded, at the discretion of the offering faculty.

4. Funding
A portion of the RTP funding will be retained centrally and be taken just once for each commencing student at a rate of $1200 per PhD student and $600 per Masters student whether part time or full time. Using 2017 figures, this will mean a pool of approximately $1.3M will be available across the University to fund teaching. This will be reimbursed to faculties who teach units of study that fulfil the HDR coursework requirement at a rate of $100 per student per credit point. If each unit within the HDR

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1 It is already a requirement of the Progress Planning and Review for Higher Degree by Research Students Policy 2015 that the progress plan include any coursework requirements.
coursework curriculum is nominally two credit points in size, this means each student enrolment in a unit will be funded at a rate of $200 per student. No University Economic Model (UEM) charge will be levied against this income.

If the ‘top slice’ is calculated by withdrawing $1200 per PhD student and $600 per Masters student from the total RTP received by the University as a whole and then following the normal distribution mechanism to faculties, this will result in a flat 4% reduction in revenue across all faculties (Table 1).

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Investment</th>
<th>HDR Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sydney Business School</td>
<td>4%</td>
<td>$1,147,474</td>
</tr>
<tr>
<td>Faculty of Arts and Social Sciences</td>
<td>4%</td>
<td>$4,826,508</td>
</tr>
<tr>
<td>Faculty of Medicine and Health (Sydney Dental School)</td>
<td>4%</td>
<td>$312,598</td>
</tr>
<tr>
<td>Faculty of Engineering and Information Technologies</td>
<td>4%</td>
<td>$8,823,911</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td>4%</td>
<td>$1,547,599</td>
</tr>
<tr>
<td>Faculty of Medicine and Health (Sydney Medical School)</td>
<td>4%</td>
<td>$4,934,234</td>
</tr>
<tr>
<td>Faculty of Medicine and Health (Sydney Nursing School)</td>
<td>4%</td>
<td>$193,330</td>
</tr>
<tr>
<td>Faculty of Medicine and Health (Sydney Pharmacy School)</td>
<td>4%</td>
<td>$1,251,353</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>4%</td>
<td>$8,307,404</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>4%</td>
<td>$243,345</td>
</tr>
<tr>
<td>Sydney Law School</td>
<td>4%</td>
<td>$110,611</td>
</tr>
<tr>
<td>Sydney School of Architecture, Design and Planning</td>
<td>4%</td>
<td>$517,469</td>
</tr>
</tbody>
</table>

Table 1. Impact on HDR revenue to each faculty as a result of creating the funding pool for HDR coursework on a per-commencing student basis at the University level. Note that this calculation pre-dates the FMH change and so uses start 2018 faculties.

Students will be permitted to enrol in more than their required number of units from Table R, subject to approval of their supervisor and affected unit of study coordinators. No further funding will be made available beyond the per student cap, which is the same as the per-student funding retained. While the retention of funds and the coursework requirements will only apply to commencing students from 2020, all students will be able to take coursework from its introduction. HDR student participation in other coursework units outside this scheme will continue as normal, managed by special permissions though Faculties should discourage this practice where possible.

The Progress, Planning and Review for Higher Degree by Research Students Policy 2015 (in the case of PhD students) and the course resolutions (in the case of non-PhD Doctorates and Masters by Research degrees) described in Section 3 will outline the circumstances in which recognition of prior learning (RPL) may be granted by Associate Deans – Research Education. RPL may allow partial or full exemption from the HDR coursework requirement where students may have taken the same or similar courses, as part of another degree. This would apply where students have taken coursework as part of PhD-level study, or as part of a Masters or higher level study.

If, however, a faculty chooses to exempt students from the requirement there will be no reimbursement of the funding retained for that student which will remain in the central pool to manage the ebb and flow of enrolment patterns. Supervisors directing students
to take courses from providers other than the University may continue to do so as under the current arrangements, but no funding from this central pool will be available to support students undertaking those units of study.

5. Building a Coherent and Consistent Curriculum

5.1 Principles
To ensure the development of a coherent set of high-quality units for the HDR coursework curriculum, the following principles are proposed.

- Units must enhance the capacity of research students to meet one or more of the PhD graduate qualities.
- Units should be targeted towards postgraduate research students. While acknowledging that other students may take the units (particularly in the case of OLE units), the topics, content and material should be focused on students completing research projects and developing the skills and attributes needed for an outstanding research career.
- Units must not replicate content already available in the OLE at 1000-3000 level, but may build on that content to provide more advanced, research-focused material with learning outcomes appropriate for HDR students.
- Units should not be used to train students in basic compliance competencies such as work health and safety or legislative requirements.
- Units should not replicate standard introductory methods in a particular discipline – for example basic statistics in a stated discipline. Such topics should ideally be approached through units with a common core and diverse or selective cases and assessments.
- Where similar units are proposed, the project leaders should collaborate to form a single, broadly applicable unit and/or several appropriately differentiated units within a coherent set of options.
- Units in which the content is related should, if possible, be grouped together under a common theme. The common naming convention for doing this is Theme: Name.

The last three principles are important particularly because there is significant potential for a large number of near-duplicate units to be proposed for the HDR coursework curriculum. For example, many faculties have existing courses offered to HDR students that develop research skills and which would be good candidates to move to units of study available in the OLE to fulfil the HDR curriculum requirement. Often these units are quite similar in content, however, and differ only in the extent of disciplinary focus. To resolve this situation, a single set of new OLE units is being developed that can be offered to all students, with faculties working together to identify the common set of students’ needs and the appropriate teaching mix.

5.2 Process
To support the initial establishment of the OLE HDR coursework curriculum a targeted development process has been undertaken, similar to that used to develop the Undergraduate Data Science major. A suite of units has been proposed for development that will deliver in three priority areas:

- Quantitative analysis
- Qualitative analysis
- Ethics
A set of working parties, facilitated by the Director - Graduate Research has identified topics and pedagogy for suitable coursework units and coordinated effective development of these across interested faculties. The working parties took into consideration any existing HDR OLE units that relate to these subject areas and made recommendations as to how these would fit within the eventual comprehensive coverage of the topic.

The outcome of these workshops is an agreed suite of new units, with ownership and delivery agreed amongst participants. Membership of the working parties was open to all interested staff members and reflected established expertise in the priority areas as well as being informed by current provision of existing, non-HDR, units of study. The task of these working parties was to establish the ‘skeleton’ for what should be offered in each – that is to design a plan for a set of units that can work together or individually to deliver the key competencies in these areas.

The BIS OLE Subcommittee has considered the list of units proposed for creating the initial HDR coursework curriculum, and made recommendations on which units should progress to full development for the consideration of the Board of Interdisciplinary Studies (BIS). This process has operated in the same way as the Expressions of Interest (EOI)s do for the undergraduate units in the OLE.

6. Governance

OLE units are part of the shared curriculum, which is subject to endorsement by the BIS OLE Subcommittee and then approval of the BIS. An EOI process is used by the BIS OLE subcommittee to ensure that units proposed for development do not significantly overlap with existing or other pipeline units and fit the requirements of the OLE. As noted in section 5, above, in the first instance the agreed suites of units covering key topic areas will guide development work in place of an EOI process. These suites will be agreed by the BIS OLE Subcommittee.

Approval to add individual units of study to the OLE that might be proposed as part of the coursework curriculum but are not within these focus areas, must be sought from the BIS. Approval to include these units within the HDR coursework requirement must be sought from the Graduate Studies Committee (Figure 1).

The development of faculty-restricted HDR units, or the inclusion of existing coursework units in Table R, will be governed by faculty postgraduate coursework committees as for any other faculty coursework units at this level. In addition, all coursework units offered with research degrees must be listed in Table R. Where a faculty or school requires coursework in excess of 12 credit points for PhD students and 6 credit points for Masters by Research students, then these requirements must be detailed as milestones for students enrolled with that faculty. The inclusion of these units of study into the list for the faculty milestone must be considered by the University Executive – Research Education Committee as per the Progress and Planning for Higher Degree by Research Students Policy 2015. Approval to include these within the HDR coursework requirement must be sought from the Graduate Studies Committee.
Proposal to include an existing unit in Table R, with enrolment restricted by DP

Inclusion of existing unit in Table R, with unrestricted enrolment

Seek approval under exception guidelines

Graduate Studies Committee

Unit developed

Normal faculty UoS approval processes apply

If unit is to be part of the OLE

Faculty Board

If unit is not part of the OLE, approval to be in the HDR curriculum

Graduate Studies Committee

If unit is to be in the HDR curriculum

BIS OLE Subcommittee

Submit EOI for approval

BIS OLE Subcommittee

New unit proposal

Figure 1: Diagram of approval process for initial HDR curriculum units of study. DP here stands for departmental permission (section 2.2 refers).
GRADUATE STUDIES COMMITTEE

TERMS OF REFERENCE

PURPOSE
The Graduate Studies Committee assists the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, learning, research training and scholarship at the University of Sydney. It advises the Academic Board about resolutions, policy and procedures relating to postgraduate study at the University. It determines postgraduate matters, including the approval of new and amended courses, in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

TERMS OF REFERENCE
1. To advise the Academic Board on resolutions, policy and procedures relating to postgraduate studies in the University.
2. To make recommendations to the Academic Board regarding:
   2.1. proposals to introduce new postgraduate award courses and amendments to existing postgraduate award courses; and
   2.2. requirements to be satisfied by candidates for the award of a degree, diploma or certificate.
3. To provide academic oversight in relation to domains 1.4.1; 1.4.2; 1.4.5, 1.4.7, 1.5.2; 3.1.1, 3.1.2, 3.1.3; 3.1.4; 3.1.5; 4.2.1(a) – (e) inclusive, 5.1.2; 5.1.3, 5.4.2 and 6.3.2(c) of the Higher Education Standards Framework (Threshold Standards) 2015.
4. To ensure graduate education is compliant with appropriate rules, policies and procedures, including, but not limited to the:
   - University of Sydney (Coursework) Rule 2014
   - Coursework Policy 2014
   - Assessment Procedures 2011
   - Learning and Teaching Policy 2015
   - Learning and Teaching Procedures 2016
   - Academic Honesty in Coursework Policy 2015
   - Academic Honesty Procedures 2016
   - University of Sydney (Higher Degree by Research) Rule
   - Thesis and Examination of Higher Degree by Research Policy 2015
   - Thesis and Examination of Higher Degree by Research Procedures 2015
   - Thesis and Examination of Higher Degrees by Research Guidelines for Examiners.
5. To act for the Academic Board in:
   5.1. admitting candidates, on the advice of the Faculty, University School or Board of Studies concerned, for higher doctorates; and
   5.2. determining, on the recommendation of the Faculty, University School or Board of Studies concerned, whether or not a higher doctorate be awarded.
6. To contribute to the development of the University’s strategic objectives in relation to postgraduate study and research training, and to develop, recommend to the Academic Board, and regularly review resolutions, policy and procedures supporting those strategic objectives.
7. To provide academic oversight of the University’s program of coursework for higher degree by research students, including:
   7.1. Approving the inclusion, removal or amendment of units of study in Table R.
7.2. Approving restrictions on enrolment in units of study within Table R.

7.8. To receive reports from, and provide advice to, the Deputy Vice-Chancellor (Education), and, where appropriate the Deputy Vice-Chancellor (Research), the Registrar and the Pro-Vice-Chancellor (Global Engagement) on matters relating to postgraduate study and research training at the University.

8.9. To recommend to the Academic Board effective policy and procedures for Higher Degree by Research students.

9.10. To obtain information or reports from any Faculty, University School, Board of Studies, school or department, the Library or other academic unit on academic matters relating to postgraduate studies.

10.11. To ensure proper communication channels are established with other committees of the Academic Board and University Executive to promote cross-referencing and discussion of matters concerning postgraduate students.

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

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

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

Note: The Chair of the Graduate Studies Committee has, in some circumstances, delegated authority under the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016, including to vary the requirements for a particular candidate for a higher doctorate or Doctor of Philosophy in exceptional circumstances.
PROGRESS PLANNING AND REVIEW FOR HIGHER DEGREE BY RESEARCH STUDENTS POLICY 2015

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

Dated: 2 December 2015
Last amended: 28 November 2017, commencing 1 January 2018
Signature:
Position: Chair, Academic Board

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PART 1 PRELIMINARY

1 Name of policy

This is the Progress Planning and Review for Higher Degree by Research Students Policy 2015.
2 Commencement

This policy commences on 1 January 2016.

3 Policy is binding

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

4 Statement of intent

(1) The University aspires for all higher degree by research students to have a quality research training experience and to produce research of the highest calibre. This includes the development of skills and knowledge necessary to be a successful researcher in the chosen discipline and the timely completion and successful examination of their research projects and theses.

(2) The University will partner with students to plan their progression throughout their candidature and set clear expectations of satisfactory progress. The University will provide appropriate institutional support and resources, regular reviewing, including a written submission and meeting, and support students to maintain research integrity and quality.

(3) This policy details the elements of the higher degree by research progress planning and review process. It should be read in conjunction with the University of Sydney (Higher Degree by Research) Rule 2011 (‘the Rule’), the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and the Progress Planning and Review for Higher Degree by Research Students Procedures 2015 (‘the Procedures’).

(4) This policy supports the conduct of research training in a safe manner which is conducive to student wellbeing.

5 Application

(1) Except to the extent that a contrary intention is expressed, this policy applies to higher degree by research students, staff and affiliates.

Note: See clause 20 for transitional provisions.

(2) It is a condition of each student's admission to candidature that the student complies with his or her obligations under this policy.
6 Definitions

(1) In this policy:

- **activity**: means a specific requirement in a student’s candidature that contributes to the completion of a milestone.
- **Associate Dean**: means the Associate Dean responsible for overseeing higher degrees by research in the relevant faculty.
- **Dean**: means the Dean of the relevant faculty, or Head of School and Dean of the relevant University school.
- **coordinating supervisor**: means the supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.
- **degree**: means the relevant higher degree by research.
- **disability support academic plan**: means the statement of support and adjustments for educational needs provided for students registered with the Disability Support service of the University.
- **faculty**: means a faculty or University school, and refers to the student’s faculty or University school of enrolment.
- **higher degree by research**: means a doctorate by research or masters by research, as defined in the Rule.
- **milestone**: means a significant event in a student’s candidature that is useful in monitoring and guiding the student’s progress to successful completion. Milestones may comprise a number of activities.
- **postgraduate coordinator**: means the academic staff member with overall responsibility for the planning and coordination of postgraduate research studies within a faculty, school or University school.
- **progress**: means the student’s progress against the requirements specified in subclause 13(1).
- **progress plan**: means a progress plan developed in accordance with Part 2.
- **progress review**: means a progress review conducted in accordance with Part 3.
- **research period**: means a research period set by the University and published on its website.

**Note:** Research periods are published at:
http://sydney.edu.au/study/study-dates.html

- **Review Panel**: means a panel established to conduct a progress review in accordance with clause 11.
- **Rule**: means the *University of Sydney (Higher Degree by Research) Rule 2011*. 
school means the academic unit responsible for a student's higher degree by research candidature. It may be called a discipline within the University.

student means a person who is currently admitted to candidature in a higher degree by research award course of the University.

supervisor means a person appointed to discharge the responsibilities set out in the Supervision of Higher Degree by Research Students Policy 2013, including research supervisors, coordinating supervisors and auxiliary supervisors.

supplementary progress review means a progress review conducted in accordance with clause 17.

PART 2 PROGRESS PLANNING

7 Progress plans

(1) Students and supervisors must begin progress planning at an early stage in each student's higher degree by research candidature.

(2) All students must have a progress plan within three months from the date of commencement of candidature, or within six months for part-time students.

(3) The purpose of a progress plan is to align and manage student, University and faculty expectations about what is required to achieve the award of the degree.

(4) A student's progress plan must include all activities and milestones required to achieve the award of the degree, including:

(a) formulation and approval of research proposal;
(b) formulation and approval of research projects;
(c) thesis development and examination;
(d) research training activities;
(e) coursework requirements;
(f) compliance and risk management activities.

Note: See Part 4 for information on activities and milestones.

8 Creating progress plans

(1) Students are responsible for creating their progress plan, based on current University templates, with the participation and support of their coordinating supervisor.

(2) Progress plans must be:

(a) endorsed by the student's coordinating supervisor; and
(b) approved by the postgraduate coordinator; and
(c) for students with disabilities, compliant with the needs identified on the Disability Services Academic Plan.

Note: Progress plan templates are available on the University’s website at: myuni.sydney.edu.au.

9 Maintaining and varying progress plans

(1) Students are responsible for maintaining their progress plan, and for identifying any variations required, with the participation and support of their coordinating supervisor.

(2) Students must review their progress plan, in consultation with their coordinating supervisor, at least twice per year, with at least one review being conducted as part of the student’s preparation for a progress review.

(3) A variation to a progress plan may be required for many reasons, including:

(a) where a student:
   (i) changes attendance mode;
   (ii) requests a leave of absence or suspends candidature;
   (iii) transfers to another course or program;
   (iv) achieves a milestone;
   (v) fails to achieve or is delayed in achieving a milestone;
   (vi) submits a request for an extension of candidature;
   (vii) has encountered unanticipated barriers to progress; or

(b) where it becomes clear that the student’s research project needs improvement or is not viable, or

(4) Changes in a student’s health or disability state require different project approaches and support.

(5) Variations to progress plans may be material or non-material.

(6) Material variations are variations that:

(a) extend the date for achievement of a University, faculty or school milestone by more than three months from the original date;

(b) require a change to the thesis submission date to:
   (i) a new research period; or
   (ii) a date that is beyond the latest date for submission, as defined in sections 2.20, 3.20 and 4.19 of the Rule;

(c) substantially change the nature of the research.

Note: Sections 2.20, 3.20 and 4.19 of the Rule authorise an Associate Dean to permit a student to submit his or her thesis after a period of time greater than the maximum periods specified in that clause.

(7) Material variations to progress plans must be:

(a) endorsed by the student’s coordinating supervisor; and

(b) approved by the postgraduate coordinator.
(8) Students should discuss non-material variations to progress plans with their coordinating supervisor.

PART 2A COURSEWORK IN HIGHER DEGREES BY RESEARCH

10 Application of this part

This part applies to students commencing candidature:

(a) in 2020, for the Doctor of Philosophy; and

(b) in 2021, for Doctorates other than the Doctor of Philosophy and for the Masters by Research.

11 Coursework requirements

(1) All candidates admitted to a higher degree by research governed by Parts 2, 3 or 4 of the University of Sydney (Higher Degrees by Research) Rule 2011 must complete the coursework requirements specified in this part.

Note: Awards subject to this requirement are the Masters by Research, Doctor of Philosophy and doctorates other than the Doctor of Philosophy or higher doctorates.

(2) Candidates for the Doctor of Philosophy must complete a minimum of 12 credit points of coursework from Table R, which is set out in Schedule 2. [effective 1 January 2020]

(3) Candidates for a Doctorate by Research other than the Doctor of Philosophy, must complete a minimum of 12 credit points of coursework from Table R, which is set out in Schedule 2. [effective 1 January 2021]

(4) Candidates for the Master’s by Research, must complete a minimum of 6 credit points of coursework from Table R. [effective 1 January 2021]

(5) Candidates must complete the coursework requirements within:

(a) eight research periods from the commencement of full-time candidature; or

(b) 16 research periods from the commencement of part-time candidature.

(6) The course requirements for the Doctor of Philosophy are set out in Schedule 3.

(7) The course requirements for Doctorates by Research other than the Doctor of Philosophy are set out in the resolutions for the degree.

(8) The course requirements for Masters by Research degrees are set out in the resolutions for the degree.

12 Recognition of prior learning

(1) The relevant Associate Dean may grant specific credit for previously completed coursework.

(a) Specific credit is the recognition of previously completed studies as directly equivalent to specific units of study offered by the University.
(2) The Associate Dean may only grant credit if:
(a) satisfied that there is a substantial overlap of skills, knowledge and experience at a level equivalent to a specific University of Sydney unit of study;
and
(b) the student has previously completed units listed in Table R that support the development of the graduate qualities; or
(c) the student has completed 12 credit points of study from units equivalent to units listed in Table R.

PART 3 PROGRESS REVIEW

10 Progress reviews

(1) Progress reviews (including supplementary progress reviews) must be conducted in accordance with this policy and the procedures.

(2) The purpose of a progress review is to:
(a) assess whether the student has adequate support and resources to complete his or her research project and thesis in accordance with the progress plan;
(b) assess whether the current supervisory arrangements are satisfactory;
(c) assess the feasibility of the progress plan; and
(d) assess and rate the student’s progress.

(3) A copy of the student’s progress plan will be provided to all parties involved in the progress review.

(4) A progress review must be conducted for each student as required by the postgraduate coordinator and at least once per year.

(5) Students re-enrolling for a period of more than six months as a result of a requirement to revise and resubmit in a previous thesis examination, must participate in a progress review between three and six months from the date of re-enrolment.

(6) Progress reviews should be supported by continuous evaluation of progress and regular meetings between students and supervisors.

11 Review Panel

(1) The postgraduate coordinator must appoint two or more academic staff members to form a review panel for each student’s review, and nominate one of the panel members to act as chair.

(2) Each Review Panel member must have one or more of:
(a) relevant disciplinary expertise;
(b) experience in supervising and managing higher degree by research candidatures; or
(c) other relevant specialist knowledge.

(3) In appointing members of a Review Panel, the postgraduate coordinator:
(a) may appoint from outside the department or faculty;
(b) must not appoint any of a student's supervisors; and
(c) must consider and manage any actual, potential or perceived conflicts of interests.

Note: For information on evaluating and managing conflicts of interest, see the External Interests Policy 2010.

12 Progress review meetings

(1) Students must participate in a progress review meeting as required by the postgraduate coordinator and at least once per year.

(2) Students may be accompanied at the progress review meeting by a support person, such as a colleague, friend, family member or student representative.

(3) Progress review meetings will be conducted by the Review Panel.

(4) The Review Panel:
(a) may invite any or all of the student's supervisors to attend part of the progress review meeting;
(b) must discuss the progress plan, and any required variations to the progress plan, with the student and (when in attendance) his or her supervisors; and
(c) must provide the student with an opportunity to speak to the Review Panel without any of the student's supervisors present.

13 Progress review outcomes

(1) The student's progress will be measured against:
(a) University, faculty, school and student milestones and activities that are within the student's control;
(b) action items identified in the student's previous progress reviews; and
(c) compliance with student responsibilities set out in relevant University policies and procedures.

(2) Students must meet the requirements specified in subclause 13(1) to the required standard or quality.

(3) The progress review ratings are:
(a) meets or exceeds objectives;
(b) marginal progress;
(c) unsatisfactory progress.

(4) The Review Panel must prepare a written report for the postgraduate coordinator:
(a) giving its assessment of the feasibility of the progress plan;
(b) setting out any required variations to the progress plan;
(c) identifying any actions to be taken as a result of the progress review, and who will be responsible for them;

(d) recommending whether a supplementary progress review is required;

(e) indicating, where relevant, whether the student’s scholarship is at risk, and the time frame for any potential termination of scholarship; and

(f) recommending a progress review rating based upon its assessment of the student’s progress.

(5) The Review Panel may prepare a report and recommend a progress review rating in the student’s absence, if:

(a) the student fails to attend the progress review meeting without notice or good cause; or

(b) the student is unable to attend and the Review Panel forms the reasonable view that the progress review meeting can properly be conducted in the student’s absence.

(6) The student will have an opportunity to respond to the Review Panel’s report.

(7) The postgraduate coordinator must:

(a) determine a progress review rating, taking into account:
   (i) the recommendation of the Review Panel;
   (ii) the student’s response; and
   (iii) any exceptional circumstances related to the candidature and beyond the reasonable control of the student;

(b) specify any actions to be taken as a result of the progress review, including who will be responsible for them and timeframes for their completion;

(c) state whether the proposed supervision arrangements are satisfactory;

(d) determine whether a supplementary progress review is required; and

(e) monitor the implementation of any action items for the school, faculty or University identified by the Review Panel. Such items should be completed within three months of the date of the progress review.

14 ‘Meets or exceeds objectives’

(1) A rating of ‘meets or exceeds objectives’ means that the student’s progress since the last progress review, or since commencement of candidature, has been satisfactory or exceeded expectations.

(2) To achieve a rating of ‘meets or exceeds expectations’ the student must:

(a) have satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review;

(b) for a first progress review, have submitted a major piece of writing for similarity checking; and

(a) be expected to submit the thesis for examination on time, or in a timely fashion, allowing for any previous delays.
15 ‘Marginal progress’

(1) A rating of ‘marginal progress’ indicates that:
   (a) the student has not satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review;
   (b) there is some risk that the student’s thesis will not be submitted for examination on time, or in a timely fashion, allowing for any previous delays; or
   (c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy.


(2) If a student receives a rating of ‘marginal progress’, the postgraduate coordinator:
   (a) must specify a set of required actions and due dates; and
   (b) must set a date for a supplementary progress review; and
   (c) may:
      (i) refer the Review Panel’s report to the Associate Dean; and
      (ii) take such other action as they consider appropriate, consistent with the Rule and this policy.

(3) A rating of ‘marginal progress’ will be considered satisfactory for the purposes of a student’s scholarship, where the terms and conditions of the scholarship are under the University’s control.

(4) A rating of ‘marginal progress’ cannot be used as a trigger for the requirement for a student to show good cause why he or she should be permitted to continue the candidature.

(5) If a student is required to meet a required set of actions and due dates, the coordinating supervisor is responsible for overseeing their completion.

16 ‘Unsatisfactory progress’

(1) A rating of ‘unsatisfactory progress’ indicates that:
   (a) the student has not satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review; or
   (b) there is a significant risk that the thesis:
      (i) will not be submitted for examination on time, or in a timely fashion, allowing for any previous delays; or
      (ii) will not be completed at all; or
   (c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy.

(2) If a student receives a rating of 'unsatisfactory progress', the postgraduate coordinator:
   (a) must, except where the student is asked to show good cause:
       (i) specify a set of required actions and due dates;
       (ii) set a date for a supplementary progress review;
       (iii) refer the Review Panel’s report to the Associate Dean; and
       (iv) take such other action as they consider appropriate, consistent with
             the Rule and this policy.
   (b) may:
       (i) where relevant, recommend to the University that the student’s
           research scholarship be terminated;
       (ii) recommend to the Associate Dean that the student be asked to show
           good cause why he or she should be permitted to continue the
           candidature.

(3) In determining what action to take in accordance with subclause (2), the
    postgraduate coordinator will take into account:
    (a) any injury, illness or misadventure experienced by the student that has had
        an impact on progress since the last progress review;
    (b) any difficulties caused by, or fault on the part of, the University; and
    (c) any exceptional circumstances related to the candidature and beyond the
        reasonable control of the student.

(4) If a student receives a rating of 'unsatisfactory progress' at two consecutive
    progress reviews, the postgraduate coordinator must recommend to the Associate
    Dean that the student be asked to show good cause why he or she should be
    permitted to continue the candidature.

(5) If a student must meet a required set of actions and due dates, the coordinating
    supervisor is responsible for overseeing their completion.

17 Supplementary progress reviews

(1) If the postgraduate coordinator requires a student to undertake a supplementary
    progress review, that supplementary progress review:
    (a) should take place in one of the scheduled review cycles;
    (b) must take place no sooner than two months and no later than six months
        from the date of the previous review; and
    (c) must be conducted in accordance with this policy.

(2) Subject to sub-clause (3), if a student receives a rating of ‘marginal progress’ at a
    supplementary progress review, clause 15 of this policy will apply.

(3) If after two consecutive supplementary progress reviews the student fails to
    achieve a rating of 'meets or exceeds expectations', the student must receive a
    rating of 'unsatisfactory progress' for the second supplementary progress review,
    and clause 16 of this policy will apply.
PART 4  MILESTONES AND ACTIVITIES

18 Milestones and activities

(1) There are three types of milestones and activities:
   (a) University;
   (b) faculty and school;
   (c) student.

(2) University milestones and activities are:
   (a) set out in Schedule 1 of this policy;
   (b) mandatory (including the items listed in bullet-points); and
   (c) common for all candidates.

(3) Faculty and school milestones and activities:
   (a) are additional to University milestones and activities;
   (b) are mandatory specialist requirements specific to the faculty or school;
   (c) are common for all candidates in the faculty or school;
   (d) may include school specific activities required to achieve University milestones; and
   (e) must be approved by the UE Research Education Committee.

(4) Student milestones and activities are:
   (a) specific to the student’s candidature;
   (b) set in consultation with the student, and endorsed by the coordinating supervisor.

(5) Progress plans must include at least one faculty or school milestone between the University milestones ‘Confirmation’ and ‘Intent to Submit’.

19 Rescissions and replacements

This document replaces the Progress Review of Higher Degree by Research Students Guidelines, which commenced on 21 August 2014, which is rescinded as from the date of commencement of this document.

20 Transitional provisions

Rescinded
# SCHEDULE 1: UNIVERSITY MILESTONES AND ACTIVITIES

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Time frame</th>
<th>Research Project &amp; Thesis</th>
<th>Research Training</th>
<th>Compliance</th>
<th>Outcome Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary appraisal</td>
<td>6 months</td>
<td>• Review research idea.</td>
<td>• Complete training needs analysis.</td>
<td>• Complete Responsible Research Practice module.</td>
<td>• Have all relevant action items been identified and included in the progress plan?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draft research plan.</td>
<td>• Schedule relevant training activities.</td>
<td>• Complete induction(s).</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Draft data management plan.</td>
<td>• Review communication skills (especially writing).</td>
<td>• Identify any need for ethics approval.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify subsequent actions in progress plan.</td>
<td>• Conduct intellectual property review, and consider need for IP agreements.</td>
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<td></td>
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<td>• Conduct autonomous sanctions check.</td>
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<td>• Consider potential for restricted information.</td>
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<tr>
<td></td>
<td></td>
<td>• Review the graduate qualities and identify units of study to complete the HDR coursework requirement.</td>
<td></td>
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</tr>
<tr>
<td>WHS [Activity, within Preliminary Proposal Milestone]</td>
<td>2 months</td>
<td></td>
<td>• Identify actions needed to further develop the graduate qualities.</td>
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<tr>
<td>Milestone</td>
<td>Time frame</td>
<td>Research Project &amp; Thesis</td>
<td>Research Training</td>
<td>Compliance</td>
<td>Outcome Checklist</td>
</tr>
<tr>
<td>------------</td>
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<td>------------------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Confirmation</td>
<td>12 months</td>
<td>• Finalise research proposal/plan.</td>
<td>• Ensure student has adequate written English to write thesis, or that measures are in place to assist the student to meet this requirement within a specified timeframe.</td>
<td>• Confirm ethics plan and commence ethics application process (where relevant).</td>
<td>• Is the research project feasible? If not, consider next steps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Finalise data management plan.</td>
<td>• Submit a substantial piece of written work (e.g. proposal or literature review) for similarity checking, and discuss outcome with supervisor.</td>
<td>• Ensure autonomous sanctions check completed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conduct resources review, including information technology, hardware, software, space, funding, supervision.</td>
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<tr>
<td></td>
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<td></td>
<td>• Ensure student has adequate written English to write thesis, or that measures are in place to assist the student to meet this requirement within a specified timeframe.</td>
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<tr>
<td></td>
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<td></td>
<td>• Submit a substantial piece of written work (e.g. proposal or literature review) for similarity checking, and discuss outcome with supervisor.</td>
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<tr>
<td></td>
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<td></td>
<td>• Review the student’s development of the graduate qualities.</td>
<td></td>
<td>• Is the student progressing satisfactorily in developing the graduate qualities? If not, consider what additional training or support is needed.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Review the results of coursework taken to date and agree on units of study to complete the HDR coursework requirement.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify actions to further develop the graduate qualities.</td>
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<tr>
<td></td>
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<td></td>
<td>• Identify potential industry/community engagement opportunities that would further develop the student’s research capabilities.</td>
<td></td>
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</tr>
<tr>
<td>Milestone</td>
<td>Time frame</td>
<td>Research Project &amp; Thesis</td>
<td>Research Training</td>
<td>Compliance</td>
<td>Outcome Checklist</td>
</tr>
<tr>
<td>---------------------------------</td>
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<td>-------------------------------------------------------------------------------------------</td>
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<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Finalise Research Proposal</td>
<td>12 months</td>
<td>• Agree a final research proposal</td>
<td></td>
<td></td>
<td>• Is the research proposal feasible?</td>
</tr>
<tr>
<td>[Activity, within Confirmation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Is the research proposal agreed by all parties?</td>
</tr>
<tr>
<td>Milestone]</td>
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<tr>
<td>24 months</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Intent to submit</td>
<td>3 months from</td>
<td>• Check thesis draft.</td>
<td></td>
<td></td>
<td>• Will the thesis be ready for examination?</td>
</tr>
<tr>
<td>projected submission</td>
<td>submission</td>
<td>• Student to provide input on potential examiners.</td>
<td></td>
<td></td>
<td>• If no, does the progress plan need to be updated and an extension sought?</td>
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<tr>
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<tr>
<td>Submit for examination</td>
<td>Submission date</td>
<td>• Coordinating supervisor confirms thesis is in a form suitable for examination.</td>
<td></td>
<td></td>
<td>• Is the thesis examinable?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Faculty decides to proceed with examination.</td>
<td></td>
<td></td>
<td>• If yes, have examiners been appointed?</td>
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<tr>
<td>Examination</td>
<td>Complete within 4</td>
<td>• Determine outcome of examination.</td>
<td></td>
<td></td>
<td>• Does the thesis satisfy the requirements for award?</td>
</tr>
<tr>
<td></td>
<td>months of submission</td>
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<td></td>
<td></td>
<td>• If yes, are there any conditions that must be satisfied?</td>
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<td></td>
<td>• If no, can the student revise and resubmit?</td>
</tr>
</tbody>
</table>

- **Checklist**
  - Ensure the HDR coursework requirement is complete.
  - Check the student has completed and passed all required units of study to complete the HDR coursework requirement.
  - Check compliance with ethics approvals, data management plan, IP agreements.
  - Consider whether the thesis contains restricted information.
  - Consider whether confidentiality agreements are required for examiners.
<table>
<thead>
<tr>
<th>Milestone</th>
<th>Time frame</th>
<th>Research Project &amp; Thesis</th>
<th>Research Training</th>
<th>Compliance</th>
<th>Outcome Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award</td>
<td>Within 4 months of award notification</td>
<td>• Complete requirements for award, including emendations. • Lodge final version of thesis.</td>
<td></td>
<td>• Comply with data management plan. • Comply with any ethics approval and protocol.</td>
<td>• Can the degree be conferred?</td>
</tr>
<tr>
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<tr>
<td>Confer degree</td>
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</tr>
</tbody>
</table>
### SCHEDULE 2: TABLE R

<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>
SCHEDULE 3: COURSE REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY

(1) To qualify for the award of the Doctor of Philosophy, candidates must complete:
   (a) a program of independent supervised study that produces significant and original research outcomes culminating in a thesis;
   (b) a thesis reporting the results of research undertaken during the candidature as set out in the Thesis and Examinations of Higher Degree by Research Policy 2015;
   (c) a minimum of 12 credit points of coursework from Table R.

(2) Candidates must complete coursework specified in (1) (b) within:
   (a) for full-time candidates within 8 research periods from the commencement of candidature;
   (b) for part-time candidates within 16 research periods from the commencement of candidature.
NOTES

Progress Planning and Review for Higher Degree by Research Students Policy 2016

Date adopted: 2 December 2015
Date registered: 11 December 2015
Date commenced: 1 January 2016
Date amended: 17 August 2016, commencing 19 September 2016
27 October 2016 (administrative amendment only)
1 May 2017, commencing 23 May 2017
28 November 2017, commencing 1 January 2018

Administrator: Director, Graduate Research
Review date: 1 January 2021

Rescinded documents:

- Progress Review of Higher Degree by Research Students Guidelines

Related documents:

- University of Sydney (Higher Degree by Research) Rule 2011
- Essential Resources for Postgraduate Research Students Policy 2016
- Research Data Management Policy 2014
- Research Data Management Procedures 2015
- Supervision of Higher Degree by Research Students Policy 2013
- Thesis and Examination of Higher Degree by Research Policy 2015
- Thesis and Examination of Higher Degree by Research Procedures 2015
- Academic Honesty Procedures 2016

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>15(1)(c), 16(1)(c)</td>
<td>Subclause and note added</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
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<td>------------</td>
</tr>
<tr>
<td>15(2)(c)(ii), 16(2)(a)(iv)</td>
<td>Minor amendment</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>Notes</td>
<td>Change to Administrator of document</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>9(5)(b)(2) and related Note</td>
<td>Addition of other relevant clause references (administrative amendment)</td>
<td>19 September 2016</td>
</tr>
<tr>
<td>18(3)(e)</td>
<td>References to Senior Executive Group Research Training Committee changed to University Executive Research Education Committee</td>
<td>27 October 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Hyperlinks to policy documents added</td>
<td>27 October 2016</td>
</tr>
<tr>
<td>4(3)</td>
<td>New clause referencing health, safety and wellbeing</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>5(3)</td>
<td>Definitions updated (administrative amendments)</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>7(2)</td>
<td>Note deleted</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>8(2)</td>
<td>Insertion of new clause at (c) referencing disability action plan</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>9(4)</td>
<td>Wording changed to reference disability and health</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>9(6)</td>
<td>Terminology change (administrative amendment)</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>14(2)</td>
<td>New clause added at (b) specifying similarity checking of an item of student written work</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>20</td>
<td>Rescinded</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>Schedule 1</td>
<td>Insertion of new requirement for confirmation by 12 months of candidature</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>4(3); 6; 8(2)(b); 9(5); 9(6)(b); 10(4); 11(1); 11(3); 12(1); 13(4); 13(7); 15(2); 15(2)(c)(i); 16(2); 16(2)(a)(iii)</td>
<td>Amendments to align with University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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</tr>
<tr>
<td>16(3); 16(4); 17(1)</td>
<td>Amendments to align with organisational design changes</td>
<td>1 January 2018</td>
</tr>
</tbody>
</table>
## ATTACHMENT 4: Existing Units of Study for HDR Students

<table>
<thead>
<tr>
<th>Faculty, school, centre</th>
<th>Unit codes</th>
<th>Unit names</th>
<th>credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Pharmacy</strong></td>
<td>PHAR6000</td>
<td>Research Methods</td>
<td>6cp</td>
</tr>
<tr>
<td><strong>Law School</strong></td>
<td>LAWS6077</td>
<td>Legal Research 1</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td>LAWS7001</td>
<td>Legal Research 2</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td>LAWS7002</td>
<td>Legal Research 3</td>
<td>6cp</td>
</tr>
<tr>
<td><strong>Faculty of Health Sciences</strong></td>
<td>BACH5068</td>
<td>Statistics for Clinical Research</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td>BACH5255</td>
<td>Qualitative Research Methods</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td>OCCP5145</td>
<td>Research Elective Independent Study</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td>BACH5085</td>
<td>Clinical Teaching and Supervision</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td>BACH5321</td>
<td>Psychology for Graduate Students</td>
<td>6cp</td>
</tr>
<tr>
<td></td>
<td>BIOS5041</td>
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Non-Confidential

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<th>Dr Glenys Eddy (Committee Secretary)</th>
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<td>Reviewer/Approver</td>
<td>Associate Professor Wendy Davis (Chair, Academic Quality Committee)</td>
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<td>Report from Academic Quality Committee</td>
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<td>Purpose</td>
<td>This report summarises for the Academic Board the business of the meeting of the Academic Quality Committee held on 30 October 2018</td>
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RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Quality Committee held on 30 October 2018 and:

1. note the Committee’s review of three postgraduate coursework courses;
2. note the Committee’s discussion of course monitoring outliers;
3. note the Committee’s discussion of the monitoring of ethics approval for HDR students;
4. note the Committee’s discussion of the potential changes to PhD examinations;
5. note the Committee’s discussion of the proposed changes to the HDR Rule; and
6. note the Committee’s discussion of the proposal to amend the English Language Proficiency Requirements.

ITEMS FOR NOTING

10.1 Course Reviews

The Committee conducted reviews of three postgraduate coursework degrees, gaining clarity on matters relating to:
- progress on implementing recommendations
- assurance of AQF compliance
- matters related to admission and progression
- other matters specific to the courses reviewed.

10.2 Course Monitoring: Outliers

The Committee discussed suggestions for characteristics that could serve as triggers for the detection of course outliers, as well as some details of the calculations used to identify outliers. The Committee recommended that a number of measures be used initially as indicators of course outliers for monitoring purposes:
- high WAM
- low WAM, especially for undergraduate courses
- the relationship between ATAR and WAM
- low student retention
- proportion of international student enrolment

10.3 Human/Animal Ethics Approval for HDR Students

The Committee requested that one or more items be added to HDR students’ annual progress review form, to determine whether human and/or animal ethics approval is required for each student’s research and whether such approvals have been suitably obtained.

10.4 Reforming the PhD Examination

The Committee discussed the benefits and operational issues associated with broadening the use of oral PhD examinations, and offered the following observations:
- oral examinations have the potential to decrease the opportunity for cheating and provide a means to verify the authenticity of the student’s work
- oral examinations are a potential way of facilitating quicker examinations
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- training to prepare students for oral examination should be provided
- there is no funding for oral exams in the current budget nor clarity around the process
- if all students underwent an oral examination, logistics would likely be challenging
- some believed that oral examinations should be optional rather than mandatory
- some believed that process should be implemented gradually
- some believed that oral examinations would be most important for students with theses that include co-authored publications

10.5 Proposed changes to the University of Sydney (Higher Degree by Research) Rule 2011

Committee noted that, although the University has previously been using the HDR thesis submission date to determine completion time, the University has changed its practice to be consistent with the rest of the sector such that it considers the completion date to be the date on which the degree is awarded. With the changes to funding rules and the requirement for universities to separately report submission and completion dates, the University must change the rules governing HDR candidature accordingly. The changes proposed to the HDR Rule 2011 are intended to facilitate an increase in the rate of on-time higher degree by research completions. The proposed amendments were discussed by the Committee, but endorsement was left to the discretion of the Academic Standards and Policy Committee.

10.6 English Language Proficiency Requirements

The Committee discussed and provided feedback on the proposal to create a single University document outlining its English language proficiency requirements. The proposal was discussed by the Committee, but endorsement was left to the discretion of the Academic Standards and Policy Committee.

The Committee also:
- noted the report of the Academic Board meeting held on 2 October 2018,
- noted the report of the HDR Examinations Sub-Committee meetings held on 28 August, 25 September and 23 October 2018;
- noted an addendum to the Graduate Outcomes Survey 2017; and
- noted an additional submission on Appeals Reporting 2017.


Associate Professor Wendy Davis
Chair, Academic Quality Committee
Reforming the PhD Examination

Prof. Ross Coleman
Director, Graduate Research
Executive Summary

The contribution of PhD students to the research and educational success of the University is important. Unlike the coursework student experience of a modularised curriculum and assessment regime, a PhD is subject to a single examination as a culmination of 3 to 4 years work. This reliance on a single examination means we have to be confident that the process assesses the required components of learning and in a way that is relevant, efficient and positive for the candidate and the community.

At the University, the Director – Graduate Research is leading a remodelling of the PhD. This reform has, at its core, a need to focus on the student as a researcher and is based on a set of graduate qualities that encapsulate a Sydney PhD. This paper is part of that remodelling, as we focus on the quality of the student experience and the need for assessments and examinations to be relevant, fair and appropriate.

A review of thesis examination times and mapping our examination system to international and local comparators as well as in the academic literature has identified four main flaws with our current practices. First, we currently offer students a poor examination experience; secondly, the examination does not assess the right aspects of candidature; thirdly, we have a significant exposure to integrity risks that we cannot properly control for; and fourth, our examinations take too long.

There are two solutions proposed to meet these challenges. Each solution would be of assistance on its own, but the greatest benefit would be realised by implementing both together. The first option is to make much greater use of an oral component in the thesis examination, and the second is to reduce the number of required examiners from three to two. The first option, if used more frequently by faculties, would result in a better student experience, more appropriate examinations and faster completions. Such changes will need to be supported by training for staff and students, leading to gains to the institution beyond just examinations.
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Recommendations

Recommendation 1: There needs to be much greater use of oral components in PhD examinations

Faculties and Schools must make greater use of oral components for the examination of candidature. This will improve the relevance and fairness of examinations, enhance the student experience, more closely align with the Graduate Qualities and ultimately lead to shorter examination times.

Recommendation 1a: Provide training for Convenors of oral examinations

The role of convener in an oral examination is critical to protect the interests of the students, the University and examiners as well as providing consistency and adherence to University policy. The Group of Eight universities utilising oral examinations for their HDR examinations offer training, and other examples are available from international universities. This training should be recognised as appropriate professional development for mid-career and experienced academics and may also contribute to Advance HE Fellowships. This will need to be done during 2019 to support an immediate increase in the number of oral examinations.

Recommendation 1b: Provide training for the HDR students participating in oral examinations

Most institutions that require students to undergo an oral examination offer training for candidates. This can range from simply offering a practice examination prior to the real event through to a series of formalised workshops culminating in one or two practice examinations. The academic literature provides consistent evidence that offering training in the process of oral examinations dramatically improves student outcomes. International students make up approximately 20% of our HDR cohort are many of these come from non-English speaking countries, so prior exposure to oral examination conditions may be vital to reduce anxiety in these students. Since improving the student experience is a core part of faculty strategies then the development of these should be part of faculty strategies to improve HDR student experiences. Such courses will need to be available from January 2020.

Recommendation 2: Reduction in the number of examiners

When oral examinations are utilised, the timeliness of the PhD examination experience can be improved by reducing the number of examiners from three to two. This change can be effected from January 2020. Supervisors and Chairs of Examination may also propose a third reserve examiner although this is not essential.
1. Introduction

The University’s commitment to change in response to need and opportunity is demonstrated in the success of the University in transforming its undergraduate curriculum to fit the needs of a 21st century knowledge economy. The strategic plan 2016-20 (the Strategy) sets out a clear aspiration and vision for excellence in our educational offerings. For research education and higher degree by research (HDR) students, this vision is exemplified in a commitment to investing scholarships, produce a clear statement of the Graduate Qualities for the PhD and an intent to increase the extent and depth of engagement by HDR students. Aside from a different funding model, the core difference between coursework and research degrees is that the latter rely on a singular examination of one aspect of HDR candidature - the thesis. In that context, it is important to consider whether the current examination process for HDR, notably PhD, candidates can be improved.

The University is invested in re-defining the PhD for the 21st century. The premise put forward by the Director, Graduate Research is that we can substantially improve student experiences and outcomes by shifting our focus to developing the student as a researcher. The student can then maximise their own contribution to intellectual development, in addition to producing new knowledge for the discipline in which they sit, which then yields enhanced research capacity for the nation. The re-modelling process has the core principle that we will maximise success by directing our efforts at developing the individual as a student researcher. The re-visioning of the PhD experience is based on a clear articulation of the Graduate Qualities for the PhD, which defines a Sydney PhD. This paper explores how we can reform the student experience of the examination of their candidature, so we may better measure the success of the candidate in developing new knowledge.

Table 1. Identified issues with the Australian examination for the PhD.

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<td>• ACOLA Review and refs loc cit1</td>
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<td>• Supplementary examination experience/structured rubric for examiners</td>
<td>• Paper to Academic Board on Graduate Qualities2</td>
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<td>• Kiley et al 20183</td>
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<td>Poor Student Experience – examination process anti-climatic and bureaucratic</td>
<td>• Oral examination</td>
<td>• Papers to Academic Board and subcommittees3</td>
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<td>• Greater student involvement</td>
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<td>Risks to integrity – the thesis may not be the student’s own work</td>
<td>• Oral examination</td>
<td>• Newspapers4</td>
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<td>• Turnitin (or equivalent) contract cheating tools</td>
<td>• Academic community and WWW5</td>
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<td>Duration - the examinations take too long</td>
<td>• reduce the number of examiners</td>
<td>• Papers to Academic Board and subcommittees6</td>
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<td>• mandate an oral examination</td>
<td>• Lovat et al 20157</td>
</tr>
</tbody>
</table>

4 The Australian 12 May 2018; The Times Higher Education 13 September 2018
5 http://thomaslancaster.co.uk/blog/can-you-really-buy-a-phd-online/
The examination for the PhD in Australia has been the subject of critical review over a number of years. A few key problems with the current practice have been identified; these are given above in table 1.

The current model for HDR thesis examination at the University is that a student, with guidance from supervisor(s), produces a thesis. The thesis is sent to three examiners for critical appraisal as to its contribution to knowledge. Each of the examiners consider the thesis, then present a recommendation to the University with that recommendation necessarily being supported by a detailed report and justification. The recommendations are then considered by the University and a determination of award made. The conduct and procedures of HDR thesis examinations are governed by policies of the Academic Board8 as required under a Rule and Delegation of Senate9.

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8 Thesis And Examination of Higher Degrees by Research Policy 2015
9 University of Sydney (Higher Degree by Research) Rule 2011; University of Sydney Delegations of Authority Academic Functions) Rule 2016
2. Context

The degree of Doctor of Philosophy is the University’s gold-standard educational offering. It has been argued that the presence of a vibrant and thriving research student cohort is an absolute necessity for the viability of a discipline and body of knowledge. This is exemplified by the fact that even non-degree awarding research institutions (e.g. Max Planck centres in Germany and Medical Research Institutes in Australia) pride themselves on the size and success of a PhD cohort.

Uniquely, most Australian universities do not routinely offer an oral examination alongside consideration of the thesis for the PhD. Instead, the current Australian thesis examination system depends entirely on external review by subject experts in a similar process to standard peer review of academic work. This reliance on external academic examination of a written thesis almost certainly arose because of our remoteness from Europe and North America during the expansion of our higher education sector post WW2, coupled with a relatively small academic community in Australia. So, in some ways, the current PhD examination system can be considered an artefact of the expansion of Australian academe in the latter half of the twentieth century, rather than a deliberate educational decision. The growth in air travel and the massive advances in communication technology means Australia is more connected to the world than ever before. Additionally, the quantity and quality of the Australian higher education research communities has improved significantly since the University of Sydney awarded its first PhD in 1951\textsuperscript{10}. There are now 43 Australian universities employing over 50,000 academics, with many institutions producing outstanding research; indeed seven out of the Group of Eight research-intensive universities are ranked in the top 100 of all universities globally\textsuperscript{11}. Australia is not, therefore, bereft of high quality academic talent.

2.1 How are PhDs examined internationally?

In most countries in the world, the PhD is examined by a thesis meeting a given standard and an oral defence of the work done\textsuperscript{12}. This defence can be public as in the case of many European countries, or private as in the USA and UK. The composition of the examining panel also varies with international norms, ranging from multiple membership (USA - examining committee) to a single ‘opponent’ (e.g. in Sweden). In Australian universities, the requirement is for “two external expert examiners of international standing”\textsuperscript{13} for an AQF level 10 degree and for a degree awarded at level 9 of the AQF, one of the two examiners should be from outside of the awarding university.

The public defence of the PhD done in many European countries is often broadly ceremonial and based on tradition, with the academic quality of the thesis being validated by external publication prior to the award. A closed oral examination however, is actually a significant component of the examination process. The role of the oral examination in the UK ‘viva voce’ system is to allow examiners to consider the student in respect of

“his or her research in the oral examination, and is expected to demonstrate deep knowledge and understanding of the field of study and originality of thought, either in the creation of new knowledge or in the novel application of existing knowledge”\textsuperscript{14}.

It is worth noting that this definition is almost identical to the University’s own description of the PhD examination, and yet the vast majority of our determinations of whether a candidate is worthy of the degree of PhD are done by the examiners only considering a thesis. Such a singular focus on the thesis

\textsuperscript{10} The University’s first PhD graduate was female and from the Faculty of Science – Eleanor Gyarfas; Dobson, I. R. 2012. PhDs in Australia, from the beginning. Australian Universities Review 54:94-101.

\textsuperscript{11} https://www.topuniversities.com/university-rankings/world-university-rankings/2018


\textsuperscript{13} Australian Qualifications Framework 2013

is counter to our understanding of the role of research education - to produce and develop researchers, and not just document research outputs\textsuperscript{15}.

There are three critical aspects of an oral examination\textsuperscript{16}. The first aspect is that of authenticity, where the examiners resolve whether the work presented is really that of the student. The second function is directed at the student’s capacity to defend the work done, with being ‘articulate under stress’\textsuperscript{17} seen as a key attribute of a professional researcher, although it is worth noting that this characteristic is not part of the AQF definition of a level 10 degree nor a criterion required by university policies. The third function is to allow students to clarify aspects of process and resolve confusions. Potter\textsuperscript{15} and Morley\textsuperscript{16} argue that this chance to clarify means that the thesis assessment incorporating an oral aspect is markedly fairer than a simple review of a written document; itself subject to ambiguity or real differences of opinion/interpretation.

Currently, the University offers an optional oral examination process for students and/or supervisors who would like to use one but very few examinations are done this way, with the notable exception of one School in the Faculty of Engineering and Information Technologies (FEIT). If the University were to switch to a mandatory oral examination for the PhD, then this would bring our practices into parity with international standards as well as allowing us to celebrate the success of our outstanding research graduates. Such a dramatic change of the thesis examination experience at Sydney may not be possible given the scale and complexity of the institution. Instead, faculties should direct students and supervisors to the option for an oral examination component, noting the significant benefits for the candidate and the faculty. It is entirely possible for a Dean to require that PhD examinations in a given faculty include an oral component.

2.2 The oral examination at Sydney
The policy framework at Sydney supports the use of oral examinations at the University. In fact, the stated intent of the oral examination at the University is consistent with our understanding of the benefits of the oral examination as given in the literature\textsuperscript{18}. The key area in policy\textsuperscript{19} is section 10;

```
Oral examinations
(1) Oral examinations may be:
   (a) recommended by the chair of examination; or
   (b) requested by a student, except in relation to a resubmitted thesis.
       Note: See also clauses 15 – 16 of the Thesis and Examination of Higher Degrees by Research Procedures 2015.
(2) Oral examinations will only be undertaken if approved by the chair of examination.
(3) Oral examinations may be conducted:
   (a) as an integral part of the whole examination process; or
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\textsuperscript{18} Thesis and Examination of Higher Degrees by Research Policy 2015
(b) as an in-person consultation with the student at the conclusion of the standard examination\(^{20}\).

(4) The purpose of an oral examination is to:
(a) reduce the potential length of the examination process;
(b) fit the convention of the discipline;
(c) test the student’s understanding of the knowledge described within the thesis;
(d) clarify points of principle or detail within the thesis; or
(e) assess the contribution made by the student to the content and presentation of the thesis.

(5) Oral examinations may only examine material that would be examined under a thesis-only examination i.e. the complete thesis as specified in clause 8 of this policy.”

The associated procedures\(^{21}\) are much more detailed, but essence the process is identical to the other research-intensive universities in Australia. The oral examination is scheduled as a period of time after submission, the examiners consider the thesis and write a short report to be received by the university not less than 7 days before the scheduled examination, and this report should include interim recommendations. Oral examinations can be held in person or by video-conference. After the oral is held, the Chair/Convenor holds a meeting with the examiners to agree a recommendation, and a short report with recommendations and details of necessary corrections is submitted a few days after. If a recommendation cannot be reached, each examiner and the Convenor submit separate reports and the thesis reverts to a ‘thesis only’ route.

### 2.3 What is happening at other Group of Eight Universities?

Together, the Group of Eight (Go8) provide 50% of the HDR completions nationally\(^{22}\). In the Go8, only Sydney requires more than two examiners for doctoral degrees (Table 1). In respect of oral examinations, two other institutions in the Go8 have recently successfully implemented mandatory oral examinations for HDR students.

Table 2: Number of examiners required for initial consideration of a doctoral thesis at Group of Eight universities.

<table>
<thead>
<tr>
<th>University</th>
<th>Number of Examiners</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelaide</td>
<td>At least 2</td>
<td></td>
</tr>
<tr>
<td>ANU</td>
<td>At least 2</td>
<td></td>
</tr>
<tr>
<td>Melbourne</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Monash</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NSW</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Queensland</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Sydney</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WA</td>
<td>2</td>
<td>Switched from 3 as part of the transition to incorporate oral examinations</td>
</tr>
</tbody>
</table>

The University of Queensland (UQ) adopted its oral examination system in 2016, such that in 2017 students whose theses contained co-authored publications were required to take part in an oral examination. From 2019, all HDR examinations will be done by a combination of thesis and oral examinations. The model here is that the examiners receive the thesis, consider for a short period (nominally a maximum of six weeks) before a scheduled oral examination. Prior to the oral examination, examiners have to provide a short report on the recommendation of whether the oral examination should proceed. At this point, an indicative recommendation of the type of award - award, corrections, revise and resubmit, lesser degree or fail - is provided to the University. Subsequent to the

\(^{20}\) This is specifically for examinations including exhibitions for students researching visual arts.

\(^{21}\) Thesis and Examination of Higher Degrees by Research Procedures 2015

oral examination, examiners and examination Convener confer; and the Convenor then produces a synthetic consensus report incorporating a recommendation as to outcome. This report notes examiners have changed the recommendations as a result of the oral examination. The size of the HDR cohort at UQ is about the same as the University of Sydney, but with a much greater proportion of doctoral candidates than we.

The process at the University of Western Australia (UWA) is broadly similar. The major difference between UQ and UWA is that the latter did not use the interim phase of only requiring an oral examination of candidates whose theses contained co-authored work, and rolled the process out to all students in 2018. UWA allows slightly longer for the process to complete, as they schedule an examining committee (Graduate School Exam Board) prior to the oral examination.

Both institutions have reported a significant reduction in examination times. Each has also reported a notable reduction in non-award decisions (revise and resubmit, or fail/lesser degree).

The other Group of Eight institutions are at different stages along the path to implementing an oral examination. At the University of Sydney, we have well considered policies, processes and procedures for delivering an oral examination, not that dissimilar from successful processes subsequently implemented at UQ and UWA.
3. Specific Issues

This section provides a critical consideration of the issues raised in table 1.

Box 1: All of the PREQ open comments in respect of “examination/thesis” for survey year 2015

Areas for improvement

- The thesis examination process has so far taken seven months without any actual feedback being received. This is far too long, especially if I need to make changes to the thesis or re-run experiments.”
- Formalised timing of return of feedback on draft chapters of thesis from supervisor; more opportunity for feedback on performance of supervisor.
- Complete lack of communication once thesis was submitted. No updates on progress of examination and unreasonable delays in receiving results.
- The school allowed one reader to take a full 6 months to read my thesis even when the other readers turned in their reports on time. A shockingly unprofessional move on the part of <faculty name removed>?
- Divided examination results have held up my award, which I understand, but the department overall seems to be either overburdened with responsibility or understaffed, as the processing of my thesis seems to have taken an inordinately long time. It took 5 months for my thesis to get distributed to examiners and when the examinations were returned another couple of months elapsed before it was processed. After originally submitting at the beginning of August 2014 I was finally advised in September that the matter was in arbitration. It is nearly December now and I am still waiting.
- It Needs Improvement: Thesis examination process and timing.
- Examiners took 6 months to examine my thesis - too long!
- The examination has taken nearly 6 months! The university would only pay for surface mail delivery to one of the examiners in South Africa when the examiner request a hard copy version of my thesis!
- Thesis is taking over 5 months due to one examiner, that is not sufficiently being followed up by the faculty and is only addressed when I question the delay.
- Thesis examination took too long
- Thesis examination has taken 8 months and counting, without any real tangible updates.
- The marking process took a long time which has significantly impacted my ability to obtain employment in my chosen field.
- Delay in sending out thesis to examiners
- The thesis submission and marking process was terrible. The person at the HDR centre was often unhelpful, and even sent my thesis feedback (with the corrections that needed to be made) back to the wrong email address (so it was undelivered). I had to get my supervisor to forward it to me.

3.1 The student experience, avoiding bias and questions of language

3.1a The student experience

It is not sufficient that we think of HDR candidatures in terms of enrolments and completions; how HDR students experience the university will strongly influence progression, success and reputation. As the examination happens at the end of candidature, we have limited opportunities to analyse how students perceive the examination process. As part of the Graduate Outcomes Survey, the University runs the Postgraduate Research Experience Questionnaire (PREQ) for HDR students that have graduated recently (< 12 months). Our performance in the PREQ item 2 “the thesis examination process was fair” is consistently lower than the Go8 average, and is trending downwards. In the PREQ, students have the opportunity to add open comments. Boxes 1 and 2 report all of the open comments made by respondents with respect to the examination process. We should consider though, that only a small proportion of our HDR graduates actually complete the PREQ questionnaires, and even fewer still leave open comments. So whilst the in boxes 1 and 2 may not represent the experiences of all HDR graduates, they do provide a lived, phenomenological perception of the examination process at Sydney.
As with any other community, the value of celebrations for building cohesion and collegiality should not be underestimated. At the University, subject to fiscal and financial constraints, we value celebrating success for the power that celebrations have in connecting people and building momentum towards shared goals. As for Australian universities, the completion of the examination phase of a PhD at Sydney is marked solely by a communication from the delegated authority notifying the student. It seems awry that a major event in a student’s life – completing the examination for one of the most prestigious awards in the academic canon – is reduced to a bureaucratic experience. In institutions that utilise public oral examinations, the ‘defence’ is often explicitly celebratory. Alternatively, if oral examinations occur in camera, the post-viva celebration is part of the rite of passage - a student has become a researcher. At UK and Irish universities, the post-viva event brings the discipline community together. In Sydney, this would improve the student experience in that HDR students frequently report a strong sense of isolation. Academic activities that bring the students together can go a long way to resolving such isolation. Increasing the sense of community amongst our HDR students will also contribute significantly to improving our achievement in the intellectual climate aspects of the PREQ and SREQ, an area where the University consistently underperforms.

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A key aspect of success in oral examinations is preparation and training\textsuperscript{26}. The University of Sydney has offered oral examination pathways for HDR theses since 2015, but very few students outside of FEIT have taken advantage of this opportunity. Anecdotal evidence from Post-Graduate Coordinators suggest that this is, at least partly, due to the students not feeling prepared and supported to undertake an oral examination. The academic literature describes a range of possible development opportunities to help students reach their potential in oral examinations (e.g.\textsuperscript{25}). In response to the reviews described above and the intervention of the Quality Assurance Agency, British universities have committed to helping their candidates prepare for the oral examination. In almost all of the development activities, the training is focused on boosting student understanding of the aim of the viva and how best to present their candidature in a way that answers the examiners’ questions. Implementing such training here would also further help Sydney PhD candidates more clearly meet the graduate qualities (see section 3.4) as well as better prepare them for post-PhD instances in which oral exposition is a fundamental component.

3.1b Perceptions of bias

A strong theme of the Strategy is to improve the culture of the University, with a focus on respectful interactions and removing biases - explicit and subconscious. In considering reforms to any process, especially one as valued as the PhD examination, it is critical for us to consider whether bias may appear and how it may be countered. Whilst there is significant and substantial evidence that gender bias does exist in university employment decisions (e.g.\textsuperscript{27}), academic publishing (e.g.\textsuperscript{28}) and grant success (e.g.\textsuperscript{29}), there is no evidence in the literature for gender bias in respect of PhD examination outcomes. In the countries that have the greatest use of oral examinations e.g. the UK, increased emphasis on the quality of the examination and the significant work done in universities to remove gender bias (e.g Athena Swan) may mean that the extent of gender/identity-based discrimination is being reduced. Similarly for racial bias, there is no evidence in the mainstream academic literature of any racial bias being a factor in oral examinations. As with any other activity of the University, a lack of tolerance for any form of discriminatory behaviour, a commitment to the cultural values of the University and support for our staff managing and sharing oral examinations will be likely reduce the impact of any racial bias being present. Obviously, some cultural traditions lend themselves to oral examinations so preparing candidates from, or working in, such traditions may well be less challenging than those cultures where hierarchical structures are more rigidly adhered to than in Australia. Again, the University is already making advances in embedding cultural sensitivities in consideration of changes to practice. The problem of bullying is more insidious. One person’s ‘robust dialogue’ may be another’s ‘verbal attack’. This issue has been addressed in reviews of the oral examination. Prior to the last few years of the 20\textsuperscript{th} century, most British vivas were done with only an external and internal examiner; with the internal examiner filling the role of neutral chair as well as being an examiner. The older literature recounts student experiences of oral examinations that were clearly more domineering than those cultures where hierarchical structures are more rigidly adhered to than in Australia. Again, the University is already taking advantage of this opportunity. Anecdotal evidence from Post-Graduate Coordinators has offered oral examination pathways for HDR theses since 2015, but very few students outside of FEIT have taken advantage of this opportunity. Anecdotal evidence from Post-Graduate Coordinators suggest that this is, at least partly, due to the students not feeling prepared and supported to undertake an oral examination. The academic literature describes a range of possible development opportunities to help students reach their potential in oral examinations (e.g.\textsuperscript{25}). In response to the reviews described above and the intervention of the Quality Assurance Agency, British universities have committed to helping their candidates prepare for the oral examination. In almost all of the development activities, the training is focused on boosting student understanding of the aim of the viva and how best to present their candidature in a way that answers the examiners’ questions. Implementing such training here would also further help Sydney PhD candidates more clearly meet the graduate qualities (see section 3.4) as well as better prepare them for post-PhD instances in which oral exposition is a fundamental component.


examining the candidate. Leading universities overseas and the Go8 institutions utilising oral examinations have clearly identified policies for Chairs of Examination/Convenors to properly manage the examination with the intent of ensuring a respectful and appropriate examination procedure. Our existing Thesis and Examination Procedures require a neutral chair to run oral examinations.

Given the above, it is likely that a wider implementation of oral examinations is not likely to be discriminatory and the fact that Sydney is committed to improving our culture, means that delivering an oral examination for the PhD is highly unlikely to lead to examination outcomes based on prejudice instead of academic excellence.

3.1c English as a Second Language
The expansion of universities in recent generations has been underpinned by internationalisation and the growth in numbers of international students. Research students are no different. For many of the students, the drivers for choosing a university to study for a PhD are the academic reputation of the institute concerned and the opportunity to be awarded a degree for work done at an English-speaking university. The academic literature exploring the issue of PhD students with English as a second language (ESL) in oral examinations is thin as best. Carter describe the experiences of students in a New Zealand University. The students reported increasing anxiety around the examination event, but did support the requirement for an oral examination

"endorsing it as a final confirmation of doctoral success in the English language."

As with other issues of potential bias in academic activities, the key means for minimising anxiety and simultaneously assuring the best quality of student experience is preparation of the student and proper training of the Chair/Convener. This is the strategy of leading UK and Irish universities, and it is worth noting that of the 112900 HDR enrolments in the UK in 2016, 43% were international (made up of 13% from the EU and 30% from non-EU) and all of these are examined using an oral. In the Group of Eight, Sydney has the smallest proportion of its HDR cohort being international (22%) with the rest of the group ranging between 30% (Adelaide) to 45% (Monash) of their HDR cohorts being international. With careful development of students and appropriate training of Chairs/Convenors, delivering quality oral examination experience to ESL students is achievable, especially if the ESL students can take advantage of training and mock oral examination as part of high-quality training programmes alongside high-quality supervision. Such an approach has been seen to be very valuable by ESL students in preparing for an oral examination, in addition to conference and seminar presentations helping them enhance communication skills.

At this point it is worth noting that our Graduate Qualities for the PhD explicitly state that our research graduates will have high levels of oral communication skills, and our medium of instruction is English. Conducting an oral examination of PhD candidates in English is not only possible, it is probably essential.

3.2 Integrity Issues
Increasingly, HDR students are publishing their work soon as they are able to. This benefits the student as a first step on the 3-Ps (prestige, promotion and payment) pathway as well as helping the supervisor(s) and the University through enhanced publication exposure - the Faculty of Science at the University of Sydney estimates that the vast majority of papers produced by the faculty has HDR

32 Thesis and Examination of Higher Degrees by Research Procedures 2015
34 Universities UK: Facts and Figures 2016
36 for some HDR candidates in language disciplines, it may be appropriate for examination to be conducted at least in part, the language other than English (Thesis and Examination Policy 2015)
student input 38. Our policies and procedures for HDR theses 18, 21 permit the incorporation of previously published material into theses and the Director – Graduate Research has produced guidelines and template attribution statements to help students fairly represent co-authored work in their theses 39. Some recent theses, currently under consideration by the Research Integrity Office at the University, illustrate that this process may not be enough in that theses are still being produced that contain plagiarised material. At the University, examiner’s reports have identified a desire to discuss issues around a student’s contribution to multi-authored paper(s) in conjunction with work presented in the thesis; our current examination process makes this cumbersome at best. Examiners usually articulate a need to critically discern the relationship between the thesis and papers, and in particular the student’s role in such papers. It is worth noting that these concerns are usually about clarification rather than raising an integrity risk. Positioning that such integrity risks are completely minimised would however, be foolish and it would be remiss of the University not to explore ways of further reducing them. Allowing examiners to have a direct conversation with PhD candidates about publications incorporated into theses may well reduce the number of investigations or correctly identify issues worthy of deeper inquiry. In either eventuality, the integrity risks to the University are better managed. Moreover, the fact that students and supervisors will know they will face an oral examination where authorship and intellectual ownership will be discussed is likely to reduce the desire to engage in inappropriate behaviour – the possibility of being caught is usually a pretty good deterrent.

There is another integrity issue that the University must face. Whilst plagiarised work may well be detected using similarity checking software, the creation of de novo text in a thesis by parties other than the student may pose significant challenges for universities. Ghost writing, or contract cheating, in written assignments is a major concern globally 40. Whilst the challenges of writing an examinable doctoral thesis compared to an undergraduate essay mean that contract-cheating ‘essay mills’ do not focus on PhD theses, there are a few web-based providers willing to do so. Indeed, one investigator has identified entities in the Indian sub-continent advertising that a 75000 word thesis can be procured for as little as GB£750 (AU$1500) (Figure 1). A simple google search using the terms “thesis writing essay price” will prove illustrative as to the scale of the potential supplies of contract cheated material. The sheer size of the undergraduate cohorts and the need to support coursework at Sydney means that the more reliable techniques for foiling contract-cheating, i.e. wholly hand-written or oral final examinations, are not feasible; instead effort is being directed to technological solutions such as Turnitin 41. In the case of HDR theses, oral examinations can be both time efficient and accurate in determining the actual extent of the student’s contribution to the work presented in the thesis. The capacity for an examiner to engage the student in conversation on a deep intellectual level will quickly reveal the student’s ownership of the concepts and activity reported on the thesis.

The reputational risk to the University of some of our HDR students graduating on the basis of theses (or parts thereof) not written by them is potentially very large. The use of oral examination for all HDR candidatures will identify the students’ contribution to the work presented in the thesis and will significantly reduce our integrity risks.

38 Faculty of Science submission to the Research Scholarships Strategic Review Committee, May 2018.
39 https://sydney.edu.au/students/hdr-research-skills/theses-including-publications.html
41 https://www.plagiarismtoday.com/2018/02/06/turnitin-announces-new-tool-to-combat-contract-cheating/
Figure 1: How much does it costs to buy a PhD? Infographic from tomlancaster.co.uk
(http://thomaslancaster.co.uk/blog/buy-an-phd-essay-mills-and-contract-cheating-pricing-infographic)
3.3 Identifying aspects of the graduate qualities

In August 2017, the Academic Board endorsed the Graduate Qualities for the PhD as an expression of what may be expected from our PhD graduates. For the sake of clarity, these graduate qualities are reproduced below in Table 3. Current thesis examination practices at the University focus exclusively on the work presented in the thesis, rather than the student that did the work and produced the thesis.

Fundamentally, there is no attempt to assess oral communication skills. The AQF defines, amongst the skills described as those of a PhD graduate

"• communication skills to explain and critique theoretical propositions, methodologies and conclusions • communication skills to present cogently a complex investigation of originality or original research for external examination against international standards and to communicate results to peers and the community”

This definition means that we need to assess other avenues of communication, rather than just the thesis.

Table 3. Graduate Qualities for the PhD.

<table>
<thead>
<tr>
<th>PhD 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></td>
</tr>
<tr>
<td>- Critical thinking and problem solving</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>- Communication (oral and written)</td>
<td>To have excellent oral and written communication skills relevant to specialist and general audiences</td>
</tr>
<tr>
<td>- Information/digital literacy</td>
<td>To evaluate and utilise contemporary digital tools, resources and technologies</td>
</tr>
<tr>
<td>- Inventiveness</td>
<td>To be innovative and creative in response to novel problems, and to be willing to take risks</td>
</tr>
<tr>
<td>- Engagement</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>- Project planning and delivery</td>
<td>To plan, manage and deliver research projects effectively</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 the implications of own research in a broader societal context</td>
</tr>
</tbody>
</table>

By allowing examiners to challenge a candidate in an oral examination, we can be more confident that all parties will have a greater understanding of a PhD student's performance in many more dimensions than our current practice.

3.4 Duration of examination times and number of examiners

In a detailed analysis by the Director - Graduate Research, the number of examiners was identified as a key challenge for the University in reducing the time taken examinations to lead to a successful

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42 Australian Qualifications Framework 2013
conclusion. Whilst some of the difficulties in examination times may be resolved by staff and faculties exhibiting greater compliance with policies, this will not gain us that much time. There are two major problems with our current HDR thesis examination system. The first issue with our requirement for three examiners identified was that supervisors often struggle to identify a relevant third examiner, leading to delays in nominating examiners; this was proposed as a causal explanation for the observation that in 50% of the 1180 examinations considered, theses were submitted up to a year before examiners were nominated. The third examiner (as in the order in which examination reports were received) was, on average, 20 days later than the other two, although the maximal extra time taken by one examiner was over 200 days after the previous two examiners’ reports were received. Of the 68 examinations sampled where a non-award recommendation was made, the third examiner was no more likely than any other examiners suggest a non-award decision. In discussion at University committees, members proposed that the third examination report could add value to the decision-making process in the event of the other two examiners presenting conflicting recommendations. This may reflect an erroneous perception in the university that the examination process is based on voting such that a majority recommendation will determine the outcome. This is not the case; the policy is quite explicit that the decision to award will be made by the relevant university committee on the basis of evidence from examiners’ reports and supervisors’ commentary. So, when examiners present conflicting recommendations, the relevant university committee expends significant effort in attempting to resolve such conflicts. In our system, Chairs of Examination cannot discuss the reports directly with examiners and examiners are not permitted to confer amongst each other; so we are completely dependent on the quality of each individual examination report provided. If it were possible for examiners to discuss the thesis and the candidate, differences of opinion will be reduced. In an analysis of examiners’ reports Golding et al. noted that examiners were more likely to give consistent recommendations in oral examinations, including non-award decisions, compared to the more standard Australian system. The skill of a Chair of Examination/Convener of an oral examination in remaining neutral but steering consideration through effective chairing of the discussion will be vital in helping examiners come to a consistent and coherent recommendation. The need for a third examiner to help resolve conflicting reports is therefore reduced and high-quality examination experiences can be delivered using two examiners if an oral examination is used.

The University of Sydney currently, and significantly, underperforms in its proportion of HDR candidates completing within the requisite time limit. Since the University switched from reporting completions as submission to reporting as award, examination times now contribute directly to counts of over-time completion, with subsequent impact on research block grants and resource consumption. Importantly though, examination times lie outside the control of students, supervisors or faculties, thus making addressing examination times much less tractable than other challenges in candidature. Current policy asks examiners to return a report in six weeks and in theory, a recalcitrant examiner that has not submitted a report by 12 - 16 weeks should be replaced. The administrative unit responsible for management of thesis examinations commits significant personnel resources to following up with examiners but often to little avail. In an oral examination system, the examiner agrees to an examination date determined as X weeks after receipt. The fact that the University and the student have committed to attending an examination on a fixed date keeps the examination on time. Subsequent to the oral examination, the Chair of Examination/Convener writes a short report containing a consensus recommendation along with a summary of the examination; there should be no more than a few days post-examination to finalise an award recommendation. Implementation of an oral examination system would reduce examination times from a modal three months to 7 weeks - a near 50% reduction; a prediction borne out by experiences at UQ and UWA. Such a reduction in examination times will improve the student experience help with employment opportunities and provide significant efficiency dividends.

44 Faculty of Arts and Social Sciences HDR Supervisors workshop, 8th June 2018.
45 Thesis and Examination of Higher Degrees by Research Policy 2015
47 Report to University Executive, 29th March 2018.
48 Thesis and Examination of Higher Degrees by Research Procedures 2015
3.5 Logistical issues
3.5a In person or Video/Online conferencing

In most of the jurisdictions utilising oral examinations, viva voce or thesis defences, the examination process is done in person. This is often due to tradition, geographical proximity and/or a culture of external examining at all academic levels. Australian universities face two problems in attempting to use international examiners for oral examinations; those of distance and time differences. International travel to bring examiners to Sydney obviously has associated cost and carbon footprint issues and so should be avoided. The alternative option is to use video/online meeting tools, such as Zoom. Here, the technology is now reliable enough for us to consider using this technology for examinations, but the geographical issue of time zones is still present. Hong Kong University and the University of Auckland each have attempted to resolve these two problems by having examiners email in their questions for the oral. This is not efficient. The examiner cannot resolve his/her doubts or queries (see section 2) by talking to the student, but instead still has to prepare a significant discursive report as well as questions that will be asked by members of the examination committee. So, the examiner has to not only raise pertinent questions, but also has to produce a series of model answers that can guide the examining committee as to the usefulness of the candidate’s responses. So in the absence of bringing examiners in to do an examination in person, I recommend that we use Zoom as an alternative to flying examiners in to conduct in person examinations. In institutions that have embraced oral examinations, there is little evidence that time-zone issues are problematic. Mutually acceptable times are usually agreed well in advance and Graduate Schools/Chairs of Examination often engage with the library services as these are usually available for a wider range of hours than standard office facilities.
## 4. Options for Change

Here I consider the benefits and disadvantages of the key proposed changes compared to the alternative of continuing unchanged

<table>
<thead>
<tr>
<th>Option</th>
<th>Benefits</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue unchanged</td>
<td>Familiarity</td>
<td>Reduced opportunities for substantial reduction in examination times</td>
</tr>
<tr>
<td></td>
<td>Minimal disruption</td>
<td>Limited opportunities to assess graduate qualities</td>
</tr>
<tr>
<td></td>
<td>Cost structure not changed</td>
<td>Sustaining a greater integrity risk, particularly for contract cheating</td>
</tr>
<tr>
<td>2. Use an oral component in thesis examinations</td>
<td>Improved student performance through better guidance in examinations</td>
<td>Scheduling is more complex than current practices</td>
</tr>
<tr>
<td></td>
<td>Reputational gain by having leading experts interact / visit</td>
<td>Possibility for negative interactions among examination participants</td>
</tr>
<tr>
<td></td>
<td>Greater development of communication skills</td>
<td>More investment in staff development</td>
</tr>
<tr>
<td></td>
<td>Can identify authorship and integrity issues to much greater extent</td>
<td>Need to communicate changes to staff and students</td>
</tr>
<tr>
<td></td>
<td>Greater participation of the student in the examination process, leading to better outcomes</td>
<td>More investment in preparing students</td>
</tr>
<tr>
<td></td>
<td>Reduced extent of corrections</td>
<td>Budgetary and carbon impact of bringing examiners to Sydney</td>
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<td></td>
<td>Reduced number of non-award recommendations arising from confusions rather than poor theses</td>
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<td></td>
<td>Can quickly resolve examiner disagreement (in most cases)</td>
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<td></td>
<td>Much greater celebratory aspect</td>
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<td></td>
<td>Improved community cohesion</td>
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<td></td>
<td>Neutral Chair of Examination means transparency of process</td>
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<tr>
<td></td>
<td>Much reduced examination times</td>
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<tr>
<td></td>
<td>Faster completions</td>
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<tr>
<td></td>
<td>Familiar process – fundamental part of Honours examinations at Sydney (not all faculties)</td>
<td></td>
</tr>
<tr>
<td>3. Change to two examiners</td>
<td>Reduced examination times</td>
<td>Without oral examination, it is possible that there may be insufficient evidence to guide award decisions</td>
</tr>
<tr>
<td>4. Develop and deliver training for staff and students in respect of oral examinations</td>
<td>Better practices in examination</td>
<td>Cost and staff resources in developing teaching materials</td>
</tr>
<tr>
<td></td>
<td>Better candidate preparation</td>
<td>Cultural change for staff and students to embrace training needs</td>
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<tr>
<td></td>
<td>Candidates better aware of Graduate Qualities for the PhD</td>
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</tbody>
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Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Ms Heni Kusuma, Head, Special Considerations, Exams and Graduations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Peter McCallum, Acting Registrar</td>
</tr>
<tr>
<td>Paper title</td>
<td>Nominations and amendments to the Academic Panel 2018-2020</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Academic Board of amendments to the academic staff on the Academic Panel for the period 2018 - 2020</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Board note the amendments to the academic staff listed as members of the Academic Panel for the period 2018-2020, as presented.

**EXECUTIVE SUMMARY**

As stated in the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) a student may appeal an academic decision solely relating to Special Considerations, Special Arrangements or Credit to the Academic Panel (3.2A). In addition, 3.2B states that:

*The Academic Panel will comprise of academics employed by the University at Level C or above. Nominations will be sought from each Faculty biennially. Appointments to the Academic panel will be made by the Registrar on the nomination of, or in consultation with, the relevant Dean. The names of Academic Panel members will be forwarded to the Academic Board for noting at the end of the nomination process.*

**ISSUES**

In July the Chair of the Academic Panel, Mrs Helen Agus wrote to the Deans and Heads of School of the Sydney School of Architecture, Design and Planning and the School of Pharmacy seeking nominations for memberships of the Academic Panel.

Following receipt of nominations the Acting Registrar has appointed the following staff members to the Academic Panel.

- Dr Jennifer Ferng, Sydney School of Architecture, Design and Planning
- Dr Ingrid Gelissen, University of Sydney School of Pharmacy
- Dr Danijela Gnjidic, University of Sydney School of Pharmacy

**MEMBERS OF THE ACADEMIC PANEL**

<table>
<thead>
<tr>
<th>Academic nominations until 31 March, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Helen Agus (Chair)</td>
</tr>
<tr>
<td>Professor Vivienne Bath</td>
</tr>
<tr>
<td>Associate Professor Jacqueline Bloomfield</td>
</tr>
<tr>
<td>Associate Professor Alex Chaves</td>
</tr>
<tr>
<td>Dr Kimberly Coulton</td>
</tr>
<tr>
<td>Associate Professor Murray Fisher</td>
</tr>
<tr>
<td>Associate Professor Robyn Gibson</td>
</tr>
<tr>
<td>Dr David Larkin</td>
</tr>
<tr>
<td>Associate Professor Mark Melatos</td>
</tr>
<tr>
<td>Dr Neeta Prabhu</td>
</tr>
<tr>
<td>Associate Professor Daniel Tan</td>
</tr>
<tr>
<td>Associate Professor Tim Wilkinson</td>
</tr>
<tr>
<td>School of Life and Environmental Sciences</td>
</tr>
<tr>
<td>Sydney Law School</td>
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<tr>
<td>Sydney Nursing School</td>
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<tr>
<td>School of Life and Environmental Sciences</td>
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<tr>
<td>Sydney Dental School</td>
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<tr>
<td>Sydney Nursing School</td>
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<tr>
<td>Sydney School of Education and Social Work</td>
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<tr>
<td>Sydney Conservatorium of Music</td>
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<tr>
<td>School of Economics</td>
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<tr>
<td>Sydney Dental School</td>
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<tr>
<td>School of Life and Environmental Sciences</td>
</tr>
<tr>
<td>School of Civil Engineering</td>
</tr>
</tbody>
</table>
Non-Confidential

Academic nominations until 31 March, 2019
Dr Matthew Egan  Faculty of Business
Associate Professor Patrick Kelly  School of Public Health

Academic nominations until 7 August, 2020
Dr Adam Geczy  Sydney College of the Arts
Dr Susan Coulson  Faculty of Health Sciences

Academic nominations until 27 November, 2020
Dr Jennifer Ferng  Sydney School of Architecture, Design and Planning
Dr Ingrid Gelissen  Sydney Pharmacy School
Dr Danijela Gnjidic  Sydney Pharmacy School
Non-Confidential

Author | Kate Munro (Manager, Curriculum Planning & Development)
Reviewer/Approver | Professor John Shields (Acting Dean, Business School)
Paper title | Minor amendments to the Business School Faculty Resolutions
Purpose | Endorsement of minor amendments to the Business School Faculty Resolutions

RECOMMENDATION

As endorsed by the Business School Faculty Board on the 9 October 2018, the recommendation is that the Academic Board:

(1) Approve the minor amendments to the Business School Faculty Resolutions with effect from 1 January 2019.

EXECUTIVE SUMMARY

This proposal ensures that the Business School Faculty Resolutions are aligned with Academic Board policies on late submission of work and WAM calculation and direct students to further information on recognition of prior learning and student administration processes.

ATTACHMENTS

Attachment 1. Minor course amendment proposal – Business School Faculty Resolutions
Attachment 2. Amendments to the University of Sydney Business School (Faculty) Resolutions
Attachment 1. Minor Course Amendment Proposal

Faculty: Business School

1. Name of award course
   Business School Faculty Resolutions – all courses

2. Purpose of proposal
   To amend the Business School Faculty Resolutions with effect from January 2019, to:
   1) Refer students to course resolutions and the University of Sydney Business School – Credit
      Provisions for detailed information on recognition of prior learning (4).
   2) Align the School’s late submission policy with that approved by Academic Board in its meeting of 12
      June 2018 (8).
   3) Direct students to the Current Students website (instead of the Business School Administration
      Manual for Students which is no longer in use) for information on procedures for special
      consideration, special arrangements and disability adjustments (9).
   4) Remove clause specifying that marks for AF grades will be recorded as 0 in the calculation of the
      WAM calculation as this is not consistent with current practice (15).

3. Details of amendment
   See Attachment 2. Amendments to the University of Sydney Business School (Faculty) Resolutions

4. Transitional arrangements
   N/A

5. Other relevant information
   N/A

6. Signature of Dean

   [Signature]

   Acting Dean 9/10/2018
Faculty Resolutions

Resolutions of the University of Sydney Business School for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the School, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), 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

Except as with the permission of the Business School a student may not enrol in units of study with a total value of more than 24 credit points in either semester one or two, twelve credit points in the summer session and six credit points in the winter session.

2 Time limits

The Coursework Rule 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 Rule also defines how time limits are affected by periods of suspension or absence, and the time limits for recognition of prior learning.

3 Suspension, discontinuation and lapse of candidature

The Coursework Policy specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The 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 the effect on results and financial liability.

4 Recognition of prior learning

The Coursework Policy specifies the general conditions for recognition of prior learning. Course specific rules relating to the recognition of prior learning are outlined in course resolutions and the University of Sydney Business School Credit Provisions.

Part 2: Unit of study enrolment

5 Cross-institutional study

(1) Provided permission has been obtained in advance, the Business School 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.

(2) Cross-institutional study is another form of credit and this will be taken into consideration when considering eligibility.

6 International Exchange

The Business School encourages students to participate in international exchange programs, unless specified otherwise in the resolutions for a particular course.

Part 3: Studying and Assessment

7 Attendance, Participation and Achievement of Learning Outcomes

(1) Students are required to be in attendance at the correct time and place of any formal, informal or replacement examinations. Non-attendance on any grounds insufficient to claim special consideration, special arrangement or previously arranged disability adjustment will result in the forfeiture of marks associated with the assessment.

(2) Students are expected to attend a minimum of 90 per cent of timetabled activities for a unit of study, unless granted exemption through special consideration, special arrangement, previously arranged disability adjustment or by the Associate Dean. The Associate Dean 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 per cent.

(3) Participation in a minimum number of assessment items or learning activities may be a requirement of any unit of study.

(4) Mandatory or barrier assessments where students must show achievement of learning outcomes above a certain standard before they are able to pass a unit of study may be a requirement in any unit of study.

8 Late submission policy

(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. If the assessment is completed or submitted by the student before the due date or within the period of extension, no academic penalty will be applied to that piece of assessment.

(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 as follows:

(a) any assessment submitted after the due date (or extended due date and time) will incur a late penalty of 10% of the total marks per 24 hour period, or part thereof, late (note that this is applied to the mark gained after the submitted work is marked); and

(b) assessments submitted after the “Closing Date” noted in the Unit of Study Outline will not be marked or assessed.
Faculty Resolutions

Special consideration (for illness, injury or misadventure), special arrangement (for known events such as military service, jury duty or religious observation) or disability adjustment (for registered disabilities)

Special consideration, special arrangement or disability adjustment 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 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 in the Administration Manual for Students.

Re-assessment

The Business School does not offer opportunities for re-assessment other than on the grounds of approved special consideration, reasonable adjustments or special arrangements for examination and assessment in accordance with the relevant sections of the Coursework Policy.

Concessional pass

The grade of Concessional Pass is not awarded or recognised by the Business School and is treated as a failure for the purpose of progression and credit point accumulation.

Part 4: Progression, Results and Graduation

Satisfactory progress

(1) The Business School will monitor students for satisfactory progress towards the completion of their award course.

(2) 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 (barrier unit).

Award of the bachelor's degree with honours

(1) To qualify for admission to honours candidature a student must:

(a) have completed the requirements for the pass degree at the University of Sydney or an equivalent recognised tertiary institution; and

(b) have a WAM of at least 65 across all units attempted and a WAM of at least 70 across senior units of study in the major subject area relevant to the honours program.

(2) Where honours places are limited by quota, applicants will be ranked by WAM in order to select the most meritorious candidates.

(3) In exceptional circumstances, the Associate Dean (Undergraduate Studies) and Honours Program Director may admit applicants who do not meet the criteria specified in (1) who, in the opinion of the Business School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the program.

(4) There is no mid-year intake for the honours program.

(5) Students must complete the honours requirements within no more than 10 years from the commencement of candidature in the pass degree.

(6) To qualify for the award of honours a student must complete 48 credit points of honours units of study as specified in the Business School's Tables of undergraduate units of study.

(7) The honours mark is determined by the Business School, based on the candidate's performance in the honours course in both coursework and thesis.

(8) Honours is awarded in the following classes:

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

University medal

A student with an honours mark of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the Business School to the highest achieving students who in the opinion of the Business School have an outstanding academic record, in accordance with the Coursework Rule.

Weighted average mark (WAM)

(1) The University WAM is calculated using the following formula:

\[
WAM = \frac{\sum(Wc x Mc)}{\sum(Wc)}
\]

Where \( Wc \) is the unit of study credit points x the unit weighting and \( Mc \) is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted.

(2) The weight of a unit of study is assigned by the owning faculty. In the Business School all units are given a weighting of one.

Part 5: Other

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 unless otherwise specified under the specific course resolutions.

(2) Students who commenced prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2021, unless otherwise specified under the specific course resolutions. The Business 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>Clare Higgins, Curriculum and Information Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>A/Prof Corinne Caillaud, Associate Dean Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Proposal to amend the Resolutions of the Faculty of Health Sciences</td>
</tr>
<tr>
<td>Purpose</td>
<td>This proposal seeks amendments to the Resolutions of the Faculty of Health Sciences for Coursework awards, to reflect recent changes to University policy and procedures.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Board approve the proposal to amend the Resolutions of the Faculty of Health Sciences, with effect from 1 January 2019.

EXECUTIVE SUMMARY

Following a review of the Resolutions of the Faculty of Health Sciences, a number of clauses were identified that require amendment to reflect changes to University policy and procedure, or to better reflect current practice in the Faculty.

This proposal seeks to rescind the Faculty-specific penalties for late submission of assessment, and to adopt the University-wide system of penalties applied for late submission of assessment recently approved by Academic Board.

A new clause is proposed to reflect a long-standing practice in the administration of Professional Masters degrees in the Faculty of Health Sciences with respect to Suspension of Candidature. Amendments are proposed to clarify the Faculty’s requirements with respect to Satisfactory Progress.

ATTACHMENTS

Attachment 1 – Minor amendment proposal
Attachment 1 – Details of the amendment

FACULTY RESOLUTIONS

Resolutions of the Faculty of Health Sciences for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the 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.

(2) Except with the permission of the Dean, a student may not enrol in more than 30 credit points in any one semester. All other enrolment restrictions are as defined by the Coursework Policy.

2 Time limits

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 Policy also defines how time limits are affected by periods of suspension or absence.

3 Suspension, discontinuation and lapse of candidature

Suspension, discontinuation and lapse of candidature are governed in accordance with the Coursework Policy.

(1) The Coursework Policy specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events.

(2) Students enrolled in a Graduate Certificate, Graduate Diploma or Professional Masters degree are not permitted to suspend their candidature in the first semester of their enrolment.

4 Credit for previous study

(1) The Coursework Policy specifies the general conditions for the granting of credit for previous study to courses in this Faculty, except that credit will not be granted for recognised prior learning older than 5 years at the time of first enrolment.

(2) The Faculty does not grant credit for units of study for which a result of Terminating Pass or Pass (Concessional) has been awarded.

Part 2: Unit of study enrolment

5 Cross-institutional study

(1) Provided permission has been obtained in advance, the Dean may permit a student to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:

(a) the unit of study content is not taught in any corresponding unit of study at the University; or

(b) the student is unable, for good reason, to attend a corresponding unit of study at the University.
(2) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

(3) Credit granted on the basis of work completed at another university or institution under a cross-institutional program may not exceed 24 credit points, or half of the overall course requirements, whichever is lesser.

(4) Credit granted on the basis of postgraduate study completed under a cross-institutional program at another institution other than a university may not exceed:

(a) 18 credit points for a master's degree;
(b) 12 credit points for a graduate diploma; and
(c) 6 points for a graduate certificate.

6 International exchange
The faculty encourages students to participate in international exchange programs, unless specified otherwise in the resolutions for a particular course. For more information refer to the International Office.

Part 3: Studying and Assessment

7 Attendance
(1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be a requirement of any unit of study.

(2) Students are expected to attend a minimum of 90% of timetabled activities for a unit of study, unless granted exemption by the Dean, head of school or professor most concerned. The Dean, head of school or professor most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90%.

8 Late submission policy
(1) It is expected that unless an application for special consideration has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within the period of extension, no academic penalty will be applied to that piece of assessment.

(2) If a student does not seek an extension, or one is not granted by the academic staff member concerned, 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 as set out in the Assessment Procedures 2011 follows:

(a) For work submitted after the deadline but up to three calendar days late, a penalty of 20 per cent of the total mark awardable for the assignment will apply.

(b) For work submitted after 3 days and less than one week after the deadline, a penalty of 30 per cent of the total mark awardable for the assignment will apply.

(c) For work submitted more than one week late but less than two weeks after the deadline, a penalty of 40 per cent of the total mark awardable for the assignment will apply.

(d) Work submitted more than two weeks after deadline will not be assessed (Fail).

9 Special consideration for illness, injury or misadventure
Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Policy provides full details of the University policy. The procedures for applying for special consideration are described in each unit of study outline.

10 Concessional pass
In this Faculty the grade PCON (Concessional Pass) is not awarded.
11 Re-assessment

(1) The Faculty does not offer opportunities for re-assessment other than on the grounds of approved Special Consideration.

(2) Students who have successfully requested special consideration may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation and in any case not longer than 3 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 further examination where special consideration is approved.

Part 4: Progression, Results and Graduation

12 Progression in honours courses

Candidates for honours must maintain a credit average throughout the program.

13 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 any unit of study identified in the course resolutions as being critical to progression through the course. In addition, students must meet all requirements of off-campus clinical placement components of any unit of study undertaken. Performance in clinical placements will be monitored in accordance with the faculty’s Clinical Progression Policy for Students. Failure of any two units of study or the same unit of study twice that includes a Work Integrated Learning (WIL) component 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.

(2) 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.

(3) Students whose conduct or work towards their award is unsatisfactory, may, on the recommendation of the head of the academic unit concerned, 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.

14 Award of the bachelor’s degree with honours

(1) Honours is available to meritorious students as either appended honours or integrated honours. Admission to candidature and requirements for the honours courses are in accordance with the relevant course resolutions.

(2) The honours mark will be determined in appended and integrated honours as follows:

(i) For integrated honours the honours mark is determined 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 of Health Sciences handbook, excluding Practicum and Clinical Placement units.

(ii) For appended honours, the honours mark will be determined by a weighted average mark of BHSC4005 Honours Thesis A (weighted 40 per cent) and BHSC4006 Honours Thesis B (weighted 60 per cent).

(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>-------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt;65</td>
</tr>
</tbody>
</table>

15 University medal

University medals are awarded in accordance with the Coursework Policy. A student with First Class Honours may 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 demonstrated outstanding achievement in a bachelor degree.

16 Weighted average mark (WAM)

(1) WAM's are used by the University as one indicator of performance. For example, WAM's may be used in assessing admission to and progression of honours, eligibility for prizes and scholarships, or assessing progression through a course. Unless another formula is specified for a particular purpose, the University WAM is used. The University WAM is calculated using the following formula:

\[
WAM = \frac{\sum (Wc \times Mc)}{\sum Wc}
\]

where \(Wc\) is the unit of study credit points \(x\) the unit weighting and \(Mc\) is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted.

(2) For the Faculty of Health Sciences, each unit has a weight of 1, regardless of level.

Part 5: Other

17 Requirements for students undertaking clinical placements

(1) Certificate of competency in CPR

Students must have a current certificate of competency in Cardiopulmonary Resuscitation before enrolling in a course with a practicum placement requirement and must ensure that their certificate retains currency for the duration of their course. Please refer to our Faculty Placements web site for further information: sydney.edu.au/health-sciences/placements/essential_preparation/preplacement_requirements/

(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 our Faculty Placements web site for further information: sydney.edu.au/health-sciences/placements/essential_preparation/preplacement_requirements/index.shtml

(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 our Faculty Placements web site for further information: sydney.edu.au/health-sciences/placements/essential_preparation/preplacement_requirements/index.shtml

(4) Prohibited employment declaration

Students should complete a prohibited employment declaration for Working with Children as required by the NSW Commission for Children and Young People. Please refer to our Faculty Placements web site for further information: sydney.edu.au/health-sciences/placements/essential_preparation/preplacement_requirements/index.shtml

(5) NSW Health Records and Information Privacy Act (2002)

Students must comply with the NSW Health Records and Information Privacy Act (2002) and the Privacy and Personal Information Protection Act (1998). Please refer to our Faculty Placements web site for further information: sydney.edu.au/health-sciences/placements/essential_preparation/preplacement_requirements/privacy_confidentiality.shtml

18 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2016 2019 and students who commenced their candidature prior to 1 January, 2016 2019 who elect to proceed under these resolutions.

(2) Students who commenced prior to 1 January, 2016 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, 2024 2021. The Faculty 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>Adrienne Sach (School General Manager, Sydney Conservatorium of Music)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Anna Reid (Head of School and Dean, Sydney Conservatorium of Music)</td>
</tr>
<tr>
<td>Paper title</td>
<td>SCM 2019 Academic Calendar</td>
</tr>
<tr>
<td>Purpose</td>
<td>Academic Board approval for the 2019 SCM Academic Calendar</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

*That the Academic Board approve the 2019 SCM Academic Calendar, as presented.*

**EXECUTIVE SUMMARY**

The SCM publishes a School specific Calendar for each year. This calendar includes activities that are not normally included in the University Calendar. Special Projects Week is usually held in Week 10 of each semester, and provides space for intensive ensemble rehearsals and practice and other collaborative projects. It also notes recital and audition periods, and cross references the Open Academy and Con High School term dates.
# Sydney Conservatorium of Music Calendar 2019

## Semester 1

<table>
<thead>
<tr>
<th>Semester Week</th>
<th>Week Beginning</th>
<th>Sydney Conservatorium of Music</th>
<th>Conservatorium Open Academy</th>
<th>School Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Jan: New Year's Day</td>
<td></td>
<td>School holidays</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7 Jan</td>
<td></td>
<td>School holidays</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>14 Jan</td>
<td></td>
<td>School holidays</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>21 Jan / 28 Jan: Australia Day public holiday (in lieu)</td>
<td></td>
<td>School holidays</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>29 Jan</td>
<td></td>
<td>29 Jan: Term 1 begins</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4 Feb</td>
<td>11 Feb: Short Courses Term 1 and Play at the Con Term 1 begins</td>
<td>13 Feb: Kids at the Con Term 1 begins</td>
<td>16 Feb: Rising Stars Term 1 begins</td>
</tr>
<tr>
<td>7</td>
<td>11 Feb</td>
<td>1st Year Orientation 19 Feb (TBC): All Staff Meeting Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>25 Feb</td>
<td>Semester 1 begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2 Apr</td>
<td>HDR coursework units begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11 Mar</td>
<td>11 Feb: Short Courses Term 1 and Play at the Con Term 1 begins</td>
<td>13 Feb: Kids at the Con Term 1 begins</td>
<td>16 Feb: Rising Stars Term 1 begins</td>
</tr>
<tr>
<td>11</td>
<td>18 Mar</td>
<td>1 Apr: Short Courses Term 1 end</td>
<td>6 Apr: Rising Stars; Kids at the Con and Play at the Con Term 1 end</td>
<td>8 Apr: Term 1 ends</td>
</tr>
<tr>
<td>12</td>
<td>25 Mar</td>
<td>31 Mar: HECS census deadline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>1 Apr</td>
<td>4 Apr: Short Courses Term 1 end</td>
<td>6 Apr: Rising Stars; Kids at the Con and Play at the Con Term 1 end</td>
<td>8 Apr: Term 1 ends</td>
</tr>
<tr>
<td>14</td>
<td>8 Apr</td>
<td>12 Apr: Term 1 ends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>15 Apr / 19 Apr: Good Friday public holiday</td>
<td></td>
<td>School holidays</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>22 Apr: Easter Monday public holiday</td>
<td>AVCC Common Week: Non-teaching week</td>
<td></td>
<td>School holidays</td>
</tr>
<tr>
<td>17</td>
<td>29 Apr</td>
<td>Semester 1 resumes</td>
<td>1 May: Kids at the Con Term 2 begins</td>
<td>4 May: Rising Stars Term 2 begins</td>
</tr>
<tr>
<td>18</td>
<td>6 May</td>
<td>1 May: Kids at the Con Term 2 begins</td>
<td>4 May: Rising Stars Term 2 begins</td>
<td>6 May: Short Courses Term 2 and Play at the Con Term 2 begins</td>
</tr>
<tr>
<td>19</td>
<td>13 May</td>
<td>Special Projects Week* University School Board (TBC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>20 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>27 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>3 Jun</td>
<td>STUVEC week Performance Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>10 Jun: Queen's Birthday public holiday</td>
<td>USyd Written Exams Performance Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>17 Jun</td>
<td>USyd Written Exams Performance Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>24 Jun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>29 Jun: Play at the Con Term 2 end</td>
<td></td>
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</tr>
</tbody>
</table>

* No academic classes in Special Projects Week (excluding MUSC coded units).
## Semester 2

<table>
<thead>
<tr>
<th>Semester Week</th>
<th>Week Beginning</th>
<th>Sydney Conservatorium of Music</th>
<th>Conservatorium Open Academy</th>
<th>School Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jul</td>
<td>1 Jul: Short Course Term 2 end</td>
<td>5 Jul: Term 2 ends</td>
<td>School holidays</td>
<td></td>
</tr>
<tr>
<td>8 Jul</td>
<td></td>
<td></td>
<td>School holidays</td>
<td></td>
</tr>
<tr>
<td>15 Jul</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 Jul</td>
<td>22 Jul: Kids at the Con; Rising Stars Term 2 end</td>
<td>22 Jul: Term 3 begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 Jul</td>
<td>30 Jul: All Staff Meeting Day (date TBC)</td>
<td>29 Jul: Short courses and Play at the Con Term 3 begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5 Aug</td>
<td>Semester 2 begins</td>
<td>7 Aug: Kids at the Con Terms 3 begins</td>
<td>10 Aug: Rising Stars Term 3 begins</td>
</tr>
<tr>
<td>2</td>
<td>12 Aug</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>19 Aug</td>
<td>24 Aug: Open Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>28 Aug</td>
<td>31 Aug: HECS Census deadline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2 Sep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9 Sep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>16 Sep</td>
<td></td>
<td>19 Sep: Short Courses Term 3 end</td>
<td>21 Sep: Play at the Con and Kids at the Con Terms 3 end</td>
</tr>
<tr>
<td>8</td>
<td>23 Sep</td>
<td></td>
<td>27 Sep: Term 3 ends</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>30 Sep</td>
<td>Main Round Auditions (30 Sep-4 Oct) AVCC Common Week</td>
<td>Non-teaching week</td>
<td>School holidays</td>
</tr>
<tr>
<td>10</td>
<td>14 Oct</td>
<td>Special Projects Week 2* University School Board (TBC)</td>
<td>14 Oct: Short Courses and Play at the Con Term 4 begins</td>
<td>19 Oct: Rising Stars Term 4 begins</td>
</tr>
<tr>
<td>11</td>
<td>21 Oct</td>
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<td></td>
<td></td>
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<tr>
<td>12</td>
<td>28 Oct</td>
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<td></td>
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<tr>
<td>13</td>
<td>4 Nov</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11 Nov</td>
<td>STUVAC week Performance Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>18 Nov</td>
<td>USyd Written exams Performance exams</td>
<td>23 Nov: Rising Stars and Kids at the Con Term 4 end</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>25 Nov</td>
<td>USyd Written Examinations Performance Exams Auditions Week 1 (25-29 Nov) 30 Nov: Semester 2 ends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2 Dec</td>
<td>Auditions Week 2 (2-6 Dec)</td>
<td></td>
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<tr>
<td>9</td>
<td>9 Dec</td>
<td></td>
<td>5 Dec: Short Course Term 4 ends</td>
<td>7 Dec: Play at the Con Term 4 end</td>
</tr>
<tr>
<td>16 Dec</td>
<td>20 Dec: Term 4 ends</td>
<td></td>
<td></td>
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<tr>
<td>23 Dec</td>
<td>25 Dec: Christmas Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 Dec</td>
<td>26 Dec: Boxing Day public holiday</td>
<td></td>
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<tr>
<td>30 Dec</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* No academic classes in Special Projects Week (excluding MUSC coded units).

Subject to Academic Board approval.
RECOMMENDATION

That the Academic Board approve the 2019 Academic Calendar for the Faculty of Medicine & Health Doctor of Medicine program, as presented.

EXECUTIVE SUMMARY

The yearly planner for the Sydney Medical School MD outlines the academic terms/blocks, vacations, study periods and examinations for 2019. The only significant change is an additional week of vacation in year 1 between block 2 and 3 and a change in the location of the 2 week vacation in year 2 (which was previously in the middle of block 8). These changes are proposed to decrease stress on students and allow international students the opportunity to return home in year 1 in the middle of the year. The year 2 changes are in response to feedback from students about the interruption of block 8 and the lack of a break after the year 2 barrier exam (2RSA1).
<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3 Yr 3</th>
<th>Stage 3 Yr 4</th>
<th>MILESTONE 1</th>
<th>MILESTONE 2</th>
<th>MILESTONE 3</th>
<th>MILESTONE 4</th>
<th>MILESTONE 5</th>
<th>MILESTONE 6</th>
<th>MILESTONE 7</th>
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<th>MILESTONE 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commence</td>
<td>Commence</td>
<td>Commence</td>
<td>Commence</td>
<td>RSA(A) RSA(P) RSA(A)</td>
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<td>Tues 29th Jan</td>
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</tr>
<tr>
<td>TERM A</td>
<td>TERM B</td>
<td>TERM C</td>
<td>TERM D</td>
<td>TERM E</td>
<td>TERM F</td>
<td>TERM G</td>
<td>TERM H</td>
<td>PSU</td>
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<tr>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Assessment</td>
<td>Assessment</td>
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<td>Assessment</td>
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</tr>
<tr>
<td>Clinical School block</td>
<td>Clinical School block</td>
<td>Clinical School block</td>
<td>Clinical School block</td>
<td>BARRIER: Barrier Summative Assessment</td>
<td>BARRIER: Barrier Summative Assessment</td>
<td>BARRIER: Barrier Summative Assessment</td>
<td>BARRIER: Barrier Summative Assessment</td>
<td>BARRIER: Barrier Summative Assessment</td>
<td>BARRIER: Barrier Summative Assessment</td>
<td>BARRIER: Barrier Summative Assessment</td>
<td>BARRIER: Barrier Summative Assessment</td>
<td>BARRIER: Barrier Summative Assessment</td>
<td></td>
</tr>
</tbody>
</table>

Dates in this Planner commence on Mondays

Legend:
- Break Assessment
- Break
- Clinical School block
- BARRIER: Barrier Summative Assessment
- MILESTONE: MD Project milestone
- Long Case: Long Case Summative Assessment
- PSA: Prescribing Safety Assessment
- OSCE: Summative OSCE (Objective Structured Clinical Exam)
- RPS: Required Summative Assessment
- RSA: Required Summative Assessment
- M: MD Final Report
- D & A: MD Final Report, Pathology discipline
- O-WEEK: Compulsory
- CONF: Conference Week (Attendance compulsory)

Last updated: 16 August 2018
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Stuart Skene (Manager, Education Support, School of Nursing &amp; Midwifery)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>School of Nursing Learning and Teaching Committee</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minor Change in Academic Calendar</td>
</tr>
<tr>
<td>Purpose</td>
<td>The preceding approved academic calendar has incorrect Singapore program start of semester dates. The attached calendar has amended these dates and is being submitted for noting.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Board approve the 2019 Academic Calendar for the Faculty of Medicine & Health (School of Nursing & Midwifery), as presented.

EXECUTIVE SUMMARY

The original academic calendar aligned the Singapore program dates with the domestic program dates. The Singapore students however, start in week minus five for orientation and week minus four for first classes. This calendar attached reflects the correct timeframe for Singapore students.
### Item 11.6 Nursing - 2019 Calendar

<table>
<thead>
<tr>
<th>Calendar Weeks</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Start</td>
<td>21</td>
<td>7</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td>4</td>
<td>11</td>
<td>18</td>
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<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Sam. End</td>
<td>31</td>
<td>7</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td>4</td>
<td>11</td>
<td>18</td>
<td>25</td>
<td>2</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

**Weeks**

- **BN Yr 1**
  - #Supp Clinical
  - Teaching
  - UACV Week
  - Exams

- **BN Yr 2**
  - NURS2007 - 120hrs
  - or
  - NURS3019 - 80hrs
  - Teaching
  - UACV Week
  - Exams

- **BN Yr 3**
  - NURS2002 - 80hrs
  - and/or
  - NURS3008 - 80hrs
  - Teaching
  - UACV Week
  - Exams

- **MN Yr 1**
  - NURS2006 - 80hrs
  - or
  - NURS3008 - 80hrs (80hrs each)
  - Teaching
  - UACV Week
  - Exams

- **MN/CD Yr 2**
  - NURS2001 - 80hrs
  - or
  - NURS3008 - 80hrs (80hrs each)
  - Teaching
  - UACV Week
  - Exams

- **MN/CD Yr 3**
  - #Supp Clinical
  - Teaching
  - UACV Week
  - Exams

- **MN/Yr 4 & MN Yr 2**
  - NURS5084 - 80 hrs
  - and/or
  - NURS3008 - 80 hrs
  - and/or
  - NURS5085 - 120 hrs
  - Teaching
  - #Supplementary Clinical
  - UACV Week
  - Exams

- **Postgrad CIwkr**
  - Teaching
  - EXR5033 Clinical Placements
  - Teaching
  - UACV Week
  - Exams

- **BN (Post-Rg'd SM)**
  - Teaching
  - UACV Week
  - Exams

- **BN Hons**
  - Teaching
  - UACV Week
  - Exams

- **HDR Students**
  - Teaching
  - UACV Week
  - Exams

**Public Holidays**

- **1. Queen's Birthday, Monday 10 June**
- **2. Labour Day, Monday 7 October**
- **3. Australia Day, Monday 28 January**
- **4. Easter Monday, Monday 22 April**
- **5. Anzac Day, Thursday 25 April**
- **6. Good Friday, Friday 19 April**
- **7. Good Friday, Friday 7 April**
- **8. Australia Day, Monday 26 June**

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 22/12/18 - 6/1/19 and 21/12/19 - 5/1/20 inclusive.

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**Key**

- **Contingency Clinical Placements**: Students are required to be available during designated ‘Contingency’ periods in case clinical placements are unavailable at earlier times.
- **Clinical Placements**: Students are subject to change based on Health Service capacity. Note the hours required for each Placement.
- **#Supp Clinical**: Students not requiring a supplementary clinical will be on end of semester break. Semester 2 supplementaries may have to be completed in Jan/Feb 2016. Students are required to be available during designated ‘Supplementary’ periods in case clinical placements are unavailable at earlier times.
- **#Students not requiring a supplementary clinical will be on end**: Of semester break. Semester 2 supplementaries may have to be completed in Jan/Feb 2016. Students are required to be available during designated ‘Supplementary’ periods in case clinical placements are unavailable at earlier times.
RECOMMENDATION

That the Academic Board approve the updated approval timelines for the 2020 curriculum.

EXECUTIVE SUMMARY

The 2020 curriculum approval timelines have been updated to add deadlines for changing or adding to existing courses, components and units of study (Attachment 1). This update builds on the original timelines paper approved by the Academic Board on 31 August, and which covered only new courses and curriculum components. The scope of these timelines includes undergraduate and postgraduate degrees and components (including streams, programs, majors, minors, specialisations Honours components and teaching areas) and units in Table A, Table S, Table O (Open Learning Environment or OLE units) and the Dalyell stream. Timelines have been aligned with Academic Board committee meeting dates for 2019, provided at Attachment 2 for information. They also consider input from the Academic Model team who were consulted about the implementation of the approved curriculum changes. For example:

- the deadline for ‘structural’ changes to courses and streams has been set as slightly earlier (16 April 2019) to enable the Academic Model team to have the maximum amount of time and flexibility to undertake the necessary diet builds in Sydney Student. ‘Non-structural’ changes to existing courses and other components, such as adding additional electives or selectives to unit collections, can be submitted for approval up until 4 June 2019; and
- the Academic Model team have indicated they can finalise changes to diets, units and courses according to publication, visibility and enrolment deadlines only if timelines in this paper are met. Requests for extensions to timelines will need to be approved by the DVC Education and the Vice Principal Operations to be confident that changes will be available for the commencement of enrolment in November 2019.

The updated timelines were endorsed by the University Executive (1 November 2018), Degree Advisory Working Group (25 October 2018) and Curriculum Transformation Implementation Group (23 September 2018).

BACKGROUND

As previously advised, new award course and new curriculum components for offer in 2020 other than units of study must have been approved by all the relevant approving bodies by the final Academic Board meeting of 2018 (27 November 2018). This includes faculty boards, the Board of Interdisciplinary Studies (for shared components) and the Academic Board (via its relevant committees). New award courses must also have met the deadlines for expressions of interest and new proposals for 2020 set by the Course, Curriculum and Planning Committee (CCPC).

It is now proposed that changes to existing award courses, components and units for 2020 must be finalised by the Academic Board meeting of 4 June 2019. This requires faculties to complete a number of critical tasks, for example, in postgraduate degrees, obtaining approval of any changes to units or specialisations. Within the undergraduate degrees, this includes:

- finalising the full development of 4000-level units and projects;
- finalising the full development of units at 5000-level and above (including for the MAdvStudies);
- finalising any additional or revised Dalyell stream units, and OLE units for Table O;
ensuring Industry and Community Project Units (ICPUs) are included as selectives in majors taken by students in liberal studies degrees;

obtaining approval of revisions to units within existing Table As within degrees; and

obtaining approval of revisions to units within existing Table S majors, minors, advanced coursework and/or Honours components.

While ultimate approval of changes must be by the Academic Board, new components within the University’s shared curriculum (the Dalyell stream, Table O and Table S), must first be endorsed by the Board of Interdisciplinary Studies (BIS) (and/or its subcommittees) before being recommended to the Academic Board via the Undergraduate/Graduate Studies Committees (USC/GSC). However, adjustments to existing Table S minors or majors (including the addition of new units) do not require further approval from the BIS unless the changes involve changes to the learning outcomes, the interdisciplinary component or unless the changes affect the ability of students from outside the home faculty to undertake the unit. (Note that Table S ‘versions’ of majors/minors must be the same as Table A versions.) All new components must be approved by faculty boards before being submitted to the BIS and/or the Board’s committees.

By November 2019, student administration services, particularly the Academic Model team, must also have completed a number of critical tasks that are dependent on faculties meeting curriculum approval timelines. These include the annual collection of (new and revived) units of study; the creation or modification of route/pathway diets to enable students to enrol in new or revised units, components and courses; and continued mapping of new against old units of study to support credit transfers. The Academic Model team must also meet earlier deadlines for publication and promotion of the curriculum in the UAC Guide, Undergraduate Guide and at various University-led events.

ISSUES

Proposed timelines take the following issues into account:

1. **Structural and non-structural changes to courses and components**
   
   Consultation with the Academic Model team has indicated that creating new route/pathway diets takes a significant amount of time and resources. Diet creation is necessary when structural changes are made to a course or component. Examples of structural changes include changing the credit point requirement of a component or course or its core requirements (e.g. the size or structure of a degree core). To enable the team to have maximum amount of time and flexibility, it is proposed that structural and non-structural changes to existing courses and components be separated out and given different deadlines. Structural changes will be required to gain approval by 16 April 2019 so the Academic Model team can commence diet building earlier in the year. The last date that non-structural changes (for example, adding additional electives or selectives to a course or component) can be approved will be 4 June 2019.

2. **The impact of meeting deadlines on readiness for offer in 2020**
   
   The interdependency of curriculum approvals, marketing and recruitment tasks mean that delays in meeting the timelines outlined in this paper will impact our readiness for promoting and offering our 2020 curriculum. If timelines are met, the Academic Model team have indicated they can:
   
   - build all new courses for promotion in 2019 according to Marketing and Communications and Global Student Recruitment and Mobility deadlines for the UAC Guide and Undergraduate Guide;
   - make all new courses available for application in 2019, with postgraduate courses available within two months of approval (subject to CRICOS registration where appropriate), if approved at first Academic Board meeting of 2019;
   - make all new component structures visible on Sydney Courses within two months of approval (subject to year of availability);
   - make all units available within diets for the opening of enrolments in November 2019.

Faculties who require an extension are asked to seek approval from the DVC Education (who will review the strategic importance of the request) and the Vice Principal Operations (who will review the necessary resource allocation) prior to the submission of curriculum papers to the University Secretariat. This request should be made as early as possible to ensure changes will be available for enrolment in November 2019.
### Attachment 1 – Approval pathways for 2020 curriculum

<table>
<thead>
<tr>
<th>Type of change</th>
<th>Faculty Board</th>
<th>BIS</th>
<th>USC</th>
<th>GSC</th>
<th>Academic Board</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New course*</td>
<td>14 October 2018</td>
<td>-</td>
<td>30 October 2018</td>
<td>-</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>New stream in existing course*</td>
<td>14 October 2018</td>
<td>-</td>
<td>30 October 2018</td>
<td>-</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>New Table A major, minor, program, Honours component or teaching area in existing course</td>
<td>14 October 2018</td>
<td>-</td>
<td>30 October 2018</td>
<td>-</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>New Table S major, minor or Honours component in existing course</td>
<td>By 26 September 2018</td>
<td>11 October 2018</td>
<td>30 October 2018</td>
<td>-</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>New Table S advanced coursework units in Bachelor of Advanced Studies</td>
<td>By 27 March 2019</td>
<td>10 April 2019</td>
<td>7 May 2019</td>
<td>-</td>
<td>4 June 2019</td>
</tr>
<tr>
<td>Structural change to existing course or stream (e.g. change to credit point requirement of collection, change core requirements, change total credit point requirement of award course or stream)</td>
<td>By 5 March 2019</td>
<td>(If course includes Bachelor of Advanced Studies) 20 February 2019</td>
<td>19 March 2019</td>
<td>-</td>
<td>16 April 2019</td>
</tr>
<tr>
<td>Non-structural change to existing Table A major, minor, program, Honours component or teaching area (e.g. add or change units)</td>
<td>By 30 April 2019</td>
<td>-</td>
<td>7 May 2019</td>
<td>-</td>
<td>4 June 2019</td>
</tr>
<tr>
<td>Non-structural change to existing Table S major, minor, Honours component or elective list (e.g. add or change units including advanced coursework units)</td>
<td>By 30 March 2019</td>
<td>-</td>
<td>7 May 2019</td>
<td>-</td>
<td>4 June 2019</td>
</tr>
<tr>
<td>Change or add units within Table O** (OLE) or Table D*** (Dalyell stream)</td>
<td>By 30 March 2019</td>
<td>10 April 2019</td>
<td>7 May 2019</td>
<td>-</td>
<td>4 June 2019</td>
</tr>
<tr>
<td><strong>Postgraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New course*</td>
<td>By 26 February 2019</td>
<td>(If Master of Advanced Studies) 5 February 2019</td>
<td>-</td>
<td>12 March 2019</td>
<td>16 April 2019</td>
</tr>
<tr>
<td>New specialisation in existing course that requires a separate route pathway in Sydney Student* (e.g. set up like a stream)</td>
<td>2 August 2018</td>
<td>(If Master of Advanced Studies) 11 October 2018</td>
<td>-</td>
<td>6 November 2018</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>Type of change</td>
<td>Faculty Board</td>
<td>BIS</td>
<td>USC</td>
<td>GSC</td>
<td>Academic Board</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------------</td>
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<td>---------------------------------------------</td>
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<td>----------------</td>
</tr>
<tr>
<td>New specialisation in existing course that does not require a separate route pathway in Sydney Student (e.g. set up like a major or program)</td>
<td>By 26 February 2019</td>
<td>(If Master of Advanced Studies) 5 February 2019</td>
<td>-</td>
<td>12 March 2019</td>
<td>16 April 2019</td>
</tr>
<tr>
<td>Structural change to existing course or specialisation (e.g. change credit point requirements within collections, change core requirements, change total credit point requirements)</td>
<td>By 26 February 2019</td>
<td>(If Master of Advanced Studies) 5 February 2019</td>
<td>-</td>
<td>12 March 2019</td>
<td>16 April 2019</td>
</tr>
<tr>
<td>Non-structural change to existing course or specialisation which does not require structural change (e.g. adding additional electives/selectives)</td>
<td>By 30 March 2019</td>
<td>-</td>
<td></td>
<td></td>
<td>4 June 2019</td>
</tr>
</tbody>
</table>

*Needs to be approved by CCPC prior to submission to Academic Board committees. See submission dates on the IAP CCPC website.

**Needs to be approved by the BIS OLE Subcommittee prior to submission to the BIS. See 2019 Academic Board Committee Meeting dates on the next page.

*** Needs to be approved by the BIS Dalyell Subcommittee prior to submission to the BIS. See 2019 Academic Board Committee Meeting dates on the next page.
## Attachment 2 - 2019 Academic Board committee meeting dates

<table>
<thead>
<tr>
<th>Committee</th>
<th>Meeting dates (2019)</th>
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</thead>
<tbody>
<tr>
<td><strong>Academic Board</strong></td>
<td>5 March</td>
</tr>
<tr>
<td></td>
<td>16 April</td>
</tr>
<tr>
<td></td>
<td>4 June</td>
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<tr>
<td></td>
<td>23 July</td>
</tr>
<tr>
<td></td>
<td>3 September</td>
</tr>
<tr>
<td></td>
<td>5 November</td>
</tr>
<tr>
<td><strong>Admissions Subcommittee</strong></td>
<td>26 February</td>
</tr>
<tr>
<td></td>
<td>9 April</td>
</tr>
<tr>
<td></td>
<td>28 May</td>
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<td></td>
<td>18 July</td>
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<tr>
<td></td>
<td>24 September</td>
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<tr>
<td><strong>Academic Quality Committee</strong></td>
<td>5 February</td>
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<tr>
<td></td>
<td>12 March</td>
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<td></td>
<td>30 April</td>
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<td></td>
<td>18 June</td>
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<tr>
<td></td>
<td>6 August</td>
</tr>
<tr>
<td></td>
<td>8 October</td>
</tr>
<tr>
<td><strong>Academic Standards &amp; Policy Committee</strong></td>
<td>12 February</td>
</tr>
<tr>
<td></td>
<td>19 March</td>
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<td></td>
<td>7 May</td>
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<td>25 June</td>
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<td></td>
<td>13 August</td>
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<tr>
<td></td>
<td>15 October</td>
</tr>
<tr>
<td><strong>GSC</strong></td>
<td>5 February</td>
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<tr>
<td></td>
<td>12 March</td>
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<td>30 April</td>
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<td></td>
<td>6 August</td>
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<tr>
<td></td>
<td>8 October</td>
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<tr>
<td><strong>USC</strong></td>
<td>12 February</td>
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<td></td>
<td>19 March</td>
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<td></td>
<td>7 May</td>
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<td></td>
<td>13 August</td>
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<td></td>
<td>15 October</td>
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<td><strong>BIS</strong></td>
<td>20 February</td>
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<td>10 April</td>
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<td></td>
<td>29 May</td>
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<td>17 July</td>
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<tr>
<td></td>
<td>26 September</td>
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<tr>
<td></td>
<td>11 December</td>
</tr>
<tr>
<td><strong>BIS OLE Subcommittee</strong></td>
<td>5 February</td>
</tr>
<tr>
<td></td>
<td>22 March</td>
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<tr>
<td></td>
<td>19 July</td>
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<tr>
<td></td>
<td>4 September</td>
</tr>
<tr>
<td></td>
<td>24 October</td>
</tr>
<tr>
<td><strong>BIS Dalyell Subcommittee</strong></td>
<td>To be advised</td>
</tr>
</tbody>
</table>

Non-Confidential
RECOMMENDATION

That the Academic Board approve the amendment of the Admissions Prerequisite Standards – Mathematics, as presented, with immediate effect.

EXECUTIVE SUMMARY

The University has established the Cadigal program “to address the educational disadvantage experienced by Aboriginal and Torres Strait Islander people, by facilitating and supporting their participation in University courses.” Clause 28 of the Coursework Policy 2014 currently authorises an Associate Dean to admit a student who achieves an ATAR determined by the faculty and the administrator of the Cadigal Program or who demonstrates “to the satisfaction of the Associate Dean their capacity to succeed in coursework at a university level” (Coursework Policy 2014 28(6)(a)(ii)). Under approved mathematics prerequisites, Cadigal students can enter courses with a mathematics prerequisite by enrolling in a different course, without a mathematics prerequisite, passing an approving mathematics unit of study, then transferring to their desired degree. This seems to be an unnecessarily convoluted pathway, potentially not facilitating the realisation of the aims of the Cadigal program.

The proposed amendment to the Admissions Prerequisite Standards – Mathematics, proposes a way of implementing Coursework Policy 2014 clause 28(6)(a)(ii) in the case of courses with mathematics prerequisites while preserving the operation of the standards but provides a less complicated entry process for Cadigal students and, importantly, allows oversight by, and support from, the faculty.
ADMISSIONS PREREQUISITE STANDARDS - MATHEMATICS

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:

**approved mathematics prerequisite course** means one of:

- Math 1111 (including MOOC version): for admission to all award courses subject to these standards
- ECON 1003: for admission to the Bachelor of Economics and Bachelor of Economics/Bachelor of Advanced Studies
- ENVX 1002: for admission to the Bachelor of Science and Bachelor of Advanced Studies (Agriculture), Bachelor of Science and Bachelor of Advanced Studies (Animal and Veterinary Bioscience), Bachelor of Science and Bachelor of Advanced Studies (Food and Agribusiness), and Bachelor of Science/Bachelor of Advanced Studies (Taronga Wildlife Conservation)

**MOOC** means Massive Open Online Course.

**required NSW mathematics result** means, in the New South Wales Higher School Certificate:

- a band 4 or higher result in Mathematics (2019 or earlier); or
- a band 4 or higher result in Mathematics Advanced (2020 or later).

**Table 1 award course** means any award course listed in Table 1 to these standards

2 Mathematics prerequisites generally

Except as provided in subclause 3(3), in order to be eligible for admission to any award course listed in Table 1 to these standards, students must meet the standards specified in this document.

3 Domestic applicants applying on the basis of secondary study

(1) These standards apply to:

(a) domestic applicants seeking admission for study commencing on or after 1 January 2019, who obtained an Australian school leaving qualification in 2018; and
(b) all domestic applicants seeking admission for study commencing on or after 1 January 2020.

(2) In addition to the otherwise applicable admission requirements, a domestic applicant seeking admission to a Table 1 award course on the basis of secondary study must demonstrate achievement in mathematics through:

(a) a required NSW mathematics result; or

(b) a result in a secondary school-leaving qualification considered by the Academic Board to be equivalent to a required NSW mathematics result.

(3) An Associate Dean may admit an applicant under the Cadigal Scheme, who has not met the standards specified in this document, to a course listed in Table 1:

(a) if satisfied that they have the capacity to succeed in coursework at a university level; and

(b) subject to a requirement that they

(i) enrol in, and pass, an approved mathematics pre-requisite course in their first year of enrolment; and

(ii) and satisfy requirements for this course prior to graduation.

Note: The Cadigal Scheme is a special admission program for Aboriginal and Torres Strait Islander applicants. See clause 28 of the Coursework Policy 2014.

4 Domestic applicants applying on the basis of tertiary study

(1) These standards apply to domestic applicants seeking admission on the basis of tertiary study, for study commencing on or after 1 January 2020.

(2) In addition to the otherwise applicable admission requirements, a domestic applicant seeking admission to a Table 1 award course on the basis of tertiary study must demonstrate achievement in mathematics through:

(a) a pass or higher grade in an approved mathematics prerequisite course;

(b) completing other tertiary mathematical study which, in the opinion of the relevant Associate Dean in the faculty or University school responsible for the award course, is equivalent to a pass or higher grade in an approved mathematics prerequisite course; or

(c) having achieved:

(i) a required NSW mathematics result; or

(ii) a result in a secondary school-leaving qualification considered by the Academic Board to be equivalent.

5 Domestic applicants applying on the basis of other qualifications

(1) These standards apply to all domestic applicants seeking admission on the basis of qualifications other than secondary or tertiary study, for study commencing on or after 1 January 2020.

(2) In addition to the otherwise applicable admission requirements, a domestic applicant seeking admission to a Table 1 award course on the basis of another
qualification approved by the Academic Board under clause 12 of the Coursework Policy 2014 must demonstrate achievement in mathematics through:

(a) achieving a result which is considered by the Academic Board to be equivalent to:
   (i) a required NSW mathematics result or
   (ii) a pass grade or higher in an approved mathematics pre-requisite course; or

(b) completing other tertiary mathematical study which, in the opinion of the relevant Associate Dean in the faculty or University school responsible for the award course, is equivalent to a pass or higher grade in an approved mathematics prerequisite course.

6 Applicants applying on the basis of approved preparation programs

(1) These standards apply to applicants seeking admission on the basis of preparation programs approved by the Academic Board under clause 15 of the Coursework Policy 2014, for study commencing on or after 1 January 2020.

(2) In addition to the otherwise applicable admission requirements, an applicant seeking admission to a Table 1 award course on the basis of an approved preparation program must demonstrate achievement in mathematics through:

(a) achieving a result which is considered by the Academic board to be equivalent to:
   (i) a required NSW mathematics result; or
   (ii) a pass grade or higher in an approved mathematics pre-requisite course; or

(b) completing other tertiary mathematical study which, in the opinion of the relevant Associate Dean in the faculty or University school responsible for the award course, is equivalent to a pass or higher grade in an approved mathematics prerequisite course.
**TABLE 1**

Undergraduate award courses with mathematics prerequisites

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>UAC CODE</th>
<th>AWARD COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts and Social Sciences</td>
<td>523115</td>
<td>B. Economics</td>
</tr>
<tr>
<td></td>
<td>513230</td>
<td>B. Economics / B. Advanced Studies</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>B. Economics (Sciences Po Dual Degree)</td>
</tr>
<tr>
<td></td>
<td>513260</td>
<td>B. Education (Secondary: Mathematics) / B. Science</td>
</tr>
<tr>
<td></td>
<td>513265</td>
<td>B. Education (Secondary: Science) / B. Science</td>
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